



Appendix 1. Instrument Blueprint

Research Question	Data	Methods of Data Collection	Research Instruments	Source	Items
1. How do native English-speaking teachers implement YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?	<ul style="list-style-type: none"> • Teaching process • Teacher technique • YouTube videos used • Classroom management 	Observation Questionnaire Interview	Observation Checklist Questionnaire Item	Adapted from Watkins & Wilkins (2011)	<ol style="list-style-type: none"> 1. I use learning media in class in implementing YouTube. 2. I choose a video with a duration according to learning needs. 3. I am looking for learning media on YouTube. 4. I use YouTube as a source of learning videos. 5. I prepared everything needed for the teaching and learning activity. 6. I edit the chosen YouTube videos to show relevant and important parts. 7. I preview the chosen YouTube videos before class starts. 8. I write clearly the title and link of the video (s) on the lesson plan that I made. 9. There are learning support tools for the YouTube video technique. 10. I use slides to display learning materials.
			Interview Guideline		

					<p>11. I explain the learning objective to students.</p> <p>12. I provide additional activities in the learning process.</p> <p>13. I activate students' prior knowledge before viewing YouTube videos.</p> <p>14. I prompt questions related to the learning topic to students.</p> <p>15. Students can choose videos they want on YouTube related to the learning topic.</p> <p>16. Students are allowed to pause videos when desired.</p> <p>17. Students focus on learning while using YouTube videos.</p> <p>18. I keep subtitles on when using YouTube videos.</p> <p>19. I introduce new and unfamiliar vocabulary in the videos to students.</p> <p>20. Students take notes of new and unfamiliar vocabulary given in the videos.</p> <p>21. Students can answer the popped-up quiz in the videos.</p>
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					<p>22. Students can answer questions provided by the teacher when using YouTube videos.</p> <p>23. Students are given rewards when they can answer questions based on videos.</p> <p>24. Students become interactive when watching YouTube videos.</p> <p>25. Students can discuss well according to the learning topic.</p> <p>26. Students feel interested in getting involved in group discussions using YouTube videos.</p> <p>27. I prepare assessments for each learning activity.</p> <p>28. I give an objective assessment in accordance with the current conditions of learning.</p> <p>29. I provide links to learning videos on YouTube for students to study at home.</p> <p>30. I evaluate the learning method after class ends.</p>
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<p>2. What criteria do native English-speaking teachers employ in choosing YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?</p>	<ul style="list-style-type: none"> • YouTube videos used 	<p>Observation Questionnaire Interview</p>	<p>Observation Checklist Questionnaire Item Interview Guideline</p>	<p>Adapted from Brame (2016)</p>	<ol style="list-style-type: none"> 1. Using videos with keywords on-screen highlighting important elements. 2. Using videos with changes in color or contrast to emphasize the organization of information. 3. Using videos with changes in color or contrast to emphasize relationships within the information. 4. Using videos with brief out-of-video text explaining the purpose and context of the video (e.g., learning objective for video). 5. Using videos with chapters to enable click-forward, refer-back, and pause questions within videos. 6. Using short videos (6 minutes or less) showing one or two short sequences. 7. Using videos with YouTube Annotation to prompt questions to students. 8. Using videos with the elimination of unnecessary elements such as overloud music.
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					<p>9. Using videos with the elimination of unnecessary elements such as complex backgrounds.</p> <p>10. Using videos with the elimination of unnecessary elements such as extra features within an animation.</p> <p>11. Using videos with narrated animations on-screen.</p> <p>12. Using videos with the animation while also showing printed text on-screen.</p> <p>13. Using a “talking head” video to explain a complex process on-screen.</p> <p>14. Using multiple videos for a lesson, each ≤ 6 minutes.</p> <p>15. Using crop and edit content to highlight the most relevant pieces of videos.</p> <p>16. Using videos with placing the student in the lesson by use of “your” rather than “the” during explanations</p> <p>17. Using videos with the use of “I” to indicate the narrator’s perspective</p> <p>18. Using videos with increasing narrator speed (e.g., speaking</p>
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					<p>rates in the 185–254 words per minute range).</p> <ol style="list-style-type: none"> 19. Using videos with expressions of instructor excitement (e.g., “I love the next part”). 20. Using videos relevant to the course for the future (e.g., videos created for the class in which they are going to be used with instructor narration explaining links to preceding material). 21. Using videos with explanatory text to situate video in course. 22. Using short videos with interactive questions within an LMS or Google Forms. 23. Using videos with integrated questions within videos with tools such as HapYak or Zaption. 24. Using videos with YouTube Annotate, HapYak, or another tool to introduce labeled “chapters” into a video. 25. Using videos with YouTube Annotate, HapYak, or another tool to allow students to select important sections to review and move backward when desired.
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					<p>26. Using pause and interact technique (e.g., pause the video at a suspenseful point and have students make predictions or form hypotheses).</p> <p>27. Using formulated questions you want your students to focus on (e.g., write them on the board or use on-screen annotation tools).</p> <p>28. Using videos as part of a larger homework assignment (e.g., package videos with a series of questions or problems that ask students to apply the concepts from the videos).</p> <p>29. Using videos as part of a larger homework assignment (e.g., assign a project, ideally something creative, requiring multiple viewings to rehash the details such as creating a poster or mini-book).</p>
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<p>3. What challenges do native English-speaking teachers encounter in using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?</p>	<ul style="list-style-type: none"> • Choosing videos • Managing classroom • Technical problems 	<p>Observation Questionnaire Interview</p>	<p>Observation Checklist Questionnaire Item Interview Guideline</p>	<p>Adapted from Brunner (2013)</p>	<ol style="list-style-type: none"> 1. Learning support facilities with YouTube videos do not function. 2. Insufficient Internet connection. 3. Buffering occurs when playing YouTube videos. 4. A video selected from YouTube based on its title turned out to be age-inappropriate. 5. It takes a long time to prepare YouTube video material. 6. There are many video recommendations when entering keywords in the search bar. 7. The video search filter on YouTube does not return the expected result. 8. The video selected based on the title turned out to be unsuitable for teaching the intended topic. 9. The speaker's accent in the chosen YouTube videos is difficult to understand for students. 10. The use of advanced terms and vocabulary in the chosen YouTube videos is difficult for students to understand. 11. Availability of videos that do not vary.
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					<p>12. The video has been removed from YouTube.</p> <p>13. The video is not available because it is copyrighted.</p> <p>14. There are many advertisements when accessing YouTube videos.</p> <p>15. The popped-up ads while watching YouTube videos.</p> <p>16. Students faced difficulties in learning using YouTube videos.</p> <p>17. The ability of students does not match the level of difficulty in the chosen YouTube videos.</p> <p>18. Students do not understand how to implement YouTube video techniques.</p> <p>19. Students get distracted by the background of the chosen YouTube videos.</p> <p>20. Students become passive in learning using the chosen YouTube videos.</p> <p>21. Students get bored learning using the chosen YouTube videos.</p> <p>22. Students display disruptive behavior when learning using YouTube videos.</p>
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					<p>23. Students do not concentrate on learning when using YouTube videos.</p> <p>24. Students interrupt while the video is playing.</p> <p>25. Students experience problems in understanding learning topics by using YouTube videos.</p> <p>26. The same video is played more than two times to get students to understand the topic.</p> <p>27. Students do not understand the chosen YouTube video materials.</p> <p>28. Students experience problems understanding the language used in videos.</p> <p>29. Students take longer to accept learning with YouTube videos.</p> <p>30. Learning with the YouTube video technique is not interesting for students.</p> <p>31. The content of the chosen YouTube videos is not attractive to students.</p> <p>32. Students do not get an increase in learning outcomes by using the chosen YouTube videos.</p>
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					<p>33. Students could not catch up on information on the selected YouTube videos because they were too fast.</p> <p>34. The YouTube video technique is not effective in the process of learning English.</p> <p>35. There are difficulties in developing teaching and learning techniques using YouTube videos.</p>
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<p>4. What are the mitigations taken by native English-speaking teachers in overcoming these challenges of using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?</p>	<ul style="list-style-type: none"> • Choosing videos • Classroom management • Technical problems 	<p>Observation Questionnaire Interview</p>	<p>Observation Checklist Questionnaire Item Interview Guideline</p>	<p>Developed according to recent studies and observation</p>	<ol style="list-style-type: none"> 1. Checking all the facilities and supported devices for teaching using YouTube videos. 2. Testing the Internet connection ahead of before teaching using YouTube videos. 3. Finding appropriate educational YouTube video content for kids. 4. Taking a couple of minutes to prepare the YouTube video material before class starts. 5. Finding an appropriate topic for the lesson by entering the keywords on the search bar. 6. Adjusting the language level of YouTube videos appropriate for kids. 7. Preparing YouTube video which is easy to understand for kids. 8. Having two or more backup videos for the same topic to vary the lesson. 9. Using high-quality and interesting YouTube videos from trusted sources/channels. 10. Doing a subscription to get the latest video from the desired channel.
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					<ol style="list-style-type: none"> 11. Downloading YouTube video ahead before it is protected from copyright. 12. Using free ads apps to avoid too many ads when accessing YouTube videos. 13. Introducing the topic of learning with YouTube videos. 14. Using subtitles so that students get used to practicing their listening as well as reading skills simultaneously. 15. Slowing the speed of videos down to get students to understand the learning topic. 16. Pausing videos while giving some clarification on some points. 17. Using techniques that could motivate students to participate in learning with videos. 18. Using positive reinforcement like rewards to increase students' engagement using YouTube videos. 19. Using negative reinforcement like eliminating points to decrease students' disruptive behavior.
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					<p>20. Creating rules between the teacher and students when learning using YouTube videos.</p> <p>21. Going back to certain parts of the video to explain some points.</p> <p>22. Consider making written transcripts or using closed captioning if it is available.</p> <p>23. Using the WSQ (pronounced “whisk”) consisting of watch, summarize, and question.</p> <p>24. Asking some questions related to the video to check students' understanding.</p> <p>25. Giving feedback on some parts of the video to confirm students' understanding.</p> <p>26. Having students make predictions or form hypotheses in a particular sequence of the video.</p> <p>27. Reviewing vocabulary before viewing the video.</p> <p>28. Before the viewing, introduce the video by giving a brief synopsis of what they are about to view.</p> <p>29. Using pause and interact techniques through group or whole class discussion.</p>
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					<ol style="list-style-type: none">30. Having some fun games to get students' attention back using YouTube videos.31. Having quizzes to recall students' understanding of the learning topic.32. Dividing students into pairs or groups to answer discussion questions.33. Creating a whole-class summary by calling on students one at a time to retell a section of the video (in chronological order).34. Giving worksheets to assess students' comprehension of the learning topic after watching the chosen YouTube videos.35. Giving homework or assigning a project which challenges students to think critically and synthesize what they have learned.36. Developing learning techniques that can increase students' active learning using YouTube videos.
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Appendix 2. Instrument Validation

VALIDASI INSTRUMEN PENELITIAN

Lembar Validasi *Blue Print Questionnaire Items – YouTube Videos Used by Native English-Speaking Teachers in an International Elementary School: An Analysis of Implementation, Choice, Challenges, and Mitigation*

Petunjuk:

1. Bapak/Ibu dimohon untuk memvalidasi komponen-komponen yang tertuang dalam *Blue Print Questionnaire Items – YouTube Videos Used by Native English-Speaking Teachers in an International Elementary School: An Analysis of Implementation, Choice, Challenges, and Mitigation*

2. Penilaian dilakukan dengan cara memberi tanda centang (√) pada kolom angka dengan kriteria sebagai berikut:

- 1 = tidak baik/tidak tepat/tidak sesuai
- 2 = kurang baik/kurang tepat/kurang sesuai
- 3 = baik/tepat/sesuai
- 4 = sangat baik/sangat tepat/sangat sesuai

3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah.

No	KOMPONEN YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Instrumen sesuai dengan tujuan dan kebutuhan penelitian				√
2	Instrumen mampu memberikan gambaran tentang YouTube Videos Used by NESTs yang diteliti				√
3	Instrumen mampu memberikan deskripsi yang detail terkait YouTube Video Used by NESTs yang diteliti				√
4	Instrumen mampu memberikan akses terhadap potensi temuan lain yang berkaitan dengan YouTube Videos Used by NESTs				√

Sumber:

(Lingkari *option* berikut)

- 1. Belum dapat digunakan
- 2. Dapat digunakan dengan banyak revisi
- ③. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

Catatan:

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Validator.



Prof. Dr. I Nyoman Adi Jaya Putra, M.A.
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VALIDASI INSTRUMEN PENELITIAN

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- 1 = tidak baik/tidak tepat/tidak sesuai
- 2 = kurang baik/kurang tepat/kurang sesuai
- 3 = baik/tepat/sesuai
- 4 = sangat baik/sangat tepat/sangat sesuai

3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah.

No	KOMPONEN YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Instrumen sesuai dengan tujuan dan kebutuhan penelitian				√
2	Instrumen mampu memberikan gambaran tentang YouTube Videos Used by NESTs yang diteliti				√
3	Instrumen mampu memberikan deskripsi yang detail terkait YouTube Video Used by NESTs yang diteliti				√
4	Instrumen mampu memberikan akses terhadap potensi temuan lain yang berkaitan dengan YouTube Videos Used by NESTs				√

Sumber:

(Lingkari *option* berikut)

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Petunjuk:

1. Bapak/Ibu dimohon untuk memvalidasi komponen-komponen yang tertuang dalam *Blue Print Observation Sheets – YouTube Videos Used by Native English-Speaking Teachers in an International Elementary School: An Analysis of Implementation, Choice, Challenges, and Mitigation*
2. Penilaian dilakukan dengan cara memberi tanda centang (√) pada kolom angka dengan kriteria sebagai berikut:
1 = tidak baik/tidak tepat/tidak sesuai
2 = kurang baik/kurang tepat/kurang sesuai
3 = baik/tepat/sesuai
4 = sangat baik/sangat tepat/sangat sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah.

No	KOMPONEN YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Instrumen sesuai dengan tujuan dan kebutuhan penelitian				√
2	Instrumen mampu memberikan gambaran tentang YouTube Videos Used by NESTs yang diteliti				√
3	Instrumen mampu memberikan deskripsi yang detail terkait YouTube Video Used by NESTs yang diteliti				√
4	Instrumen mampu memberikan akses terhadap potensi temuan lain yang berkaitan dengan YouTube Videos Used by NESTs				√

Sumber:

(Lingkari *option* berikut)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
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Petunjuk:

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2. Penilaian dilakukan dengan cara memberi tanda centang (√) pada kolom angka dengan kriteria sebagai berikut:
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3 = baik/tepat/sesuai
4 = sangat baik/sangat tepat/sangat sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah.

No	KOMPONEN YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Instrumen sesuai dengan tujuan dan kebutuhan penelitian				√
2	Instrumen mampu memberikan gambaran tentang YouTube Videos Used by NESTs yang diteliti				√
3	Instrumen mampu memberikan deskripsi yang detail terkait YouTube Video Used by NESTs yang diteliti				√
4	Instrumen mampu memberikan akses terhadap potensi temuan lain yang berkaitan dengan YouTube Videos Used by NESTs				√

Sumber:

(Lingkari *option* berikut)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

Catatan:

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Validator.



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VALIDASI INSTRUMEN PENELITIAN

Lembar Validasi *Blue Print Interview Guide – YouTube Videos Used by Native English-Speaking Teachers in an International Elementary School: An Analysis of Implementation, Choice, Challenges, and Mitigation*

Petunjuk:

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2. Penilaian dilakukan dengan cara memberi tanda centang (√) pada kolom angka dengan kriteria sebagai berikut:

- 1 = tidak baik/tidak tepat/tidak sesuai
- 2 = kurang baik/kurang tepat/kurang sesuai
- 3 = baik/tepat/sesuai
- 4 = sangat baik/sangat tepat/sangat sesuai

3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah.

No	KOMPONEN YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Instrumen sesuai dengan tujuan dan kebutuhan penelitian				√
2	Instrumen mampu memberikan gambaran tentang YouTube Videos Used by NESTs yang diteliti				√
3	Instrumen mampu memberikan deskripsi yang detail terkait YouTube Video Used by NESTs yang diteliti				√
4	Instrumen mampu memberikan akses terhadap potensi temuan lain yang berkaitan dengan YouTube Videos Used by NESTs				√

Sumber:

(Lingkari *option* berikut)

- 1. Belum dapat digunakan
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- 3. Dapat digunakan dengan sedikit revisi
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Catatan:

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Validator.



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VALIDASI INSTRUMEN PENELITIAN

Lembar Validasi *Blue Print Observation Checklist – YouTube Videos Used by Native English-Speaking Teachers in an International Elementary School: An Analysis of Implementation, Choice, Challenges, and Mitigation*

Petunjuk:

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3 = baik/tepat/sesuai
4 = sangat baik/sangat tepat/sangat sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah.

No	KOMPONEN YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Instrumen sesuai dengan tujuan dan kebutuhan penelitian				√
2	Instrumen mampu memberikan gambaran tentang YouTube Videos Used by NESTs yang diteliti				√
3	Instrumen mampu memberikan deskripsi yang detail terkait YouTube Video Used by NESTs yang diteliti				√
4	Instrumen mampu memberikan akses terhadap potensi temuan lain yang berkaitan dengan YouTube Videos Used by NESTs				√

Sumber:

(Lingkari *option* berikut)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

Catatan:

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Validator.



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Appendix 3. Questionnaire

Questionnaire about YouTube Videos Used by English Native Speaking Teachers in an International Elementary School: An Analysis of Choice, Implementation, Challenges, and Mitigation

This questionnaire was created to find out how Native English-speaking teachers implement YouTube videos in teaching in the context of international elementary schools. The questionnaire consists of four sections which aim to find out the implementation of YouTube videos, the criteria for choosing YouTube videos, challenges faced when using YouTube videos, and solutions taken.

**Instructions for filling out the questionnaire:*

- Please read carefully before answering.
- Please rate each item as to the extent/desire that you displayed the following traits or behavior using the following scale:

5-Always 4-Most of the time 3-Sometimes 2-Rarely 1-Never

** Indicates required question*

1. Email *

Questionnaire 1

The following is a questionnaire related to research on how Native English-speaking teachers implement YouTube videos in class. Therefore, you are expected to answer honestly as it is.

2. 1. I use learning media in class in implementing YouTube. *

Mark only one oval.

1 2 3 4 5

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Appendix 4. Observation Checklist

This Observation Checklist aims to observe how NEST implements YouTube videos in class. The category used in this observation checklist is the teacher's frequency of implementing the teaching and learning activity using YouTube videos containing criteria used in choosing YouTube videos, challenges faced, and solutions taken. This frequency level uses a 1–5-point Likert scale consisting of never, rarely, sometimes, most of the time, and always. Therefore, the assessment is carried out honestly as it is.

RQ1. How do native English-speaking teachers implement YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?

No. Item	Statement (s)	Category				
		1	2	3	4	5
1	I use learning media in class in implementing YouTube.					
2	I choose a video with a duration according to learning needs.					
3	I am looking for learning media on YouTube.					
4	I use YouTube as a source of learning videos.					
5	I prepared everything needed for the teaching and learning activity.					
6	I edit the chosen YouTube videos to show relevant and important parts.					
7	I preview the chosen YouTube videos before class starts.					
8	I write clearly the title and link of the video (s) on the lesson plan that I made.					
9	There are learning support tools for the YouTube video technique.					
10	I use slides to display learning materials.					
11	I explain the learning objective to students.					
12	I provide additional activities in the learning process.					
13	I activate students' prior knowledge before viewing YouTube videos.					
14	I prompt questions related to the learning topic to students.					

15	Students can choose videos they want on YouTube related to the learning topic.					
16	Students are allowed to pause videos when desired.					
17	Students focus on learning while using YouTube videos.					
18	I keep subtitles on when using YouTube videos.					
19	I introduce new and unfamiliar vocabulary in the videos to students.					
20	Students take notes of new and unfamiliar vocabulary given in the videos.					
21	Students can answer the popped-up quiz in the videos.					
22	Students can answer questions provided by the teacher when using YouTube videos.					
23	Students are given rewards when they can answer questions based on videos.					
24	Students become interactive when watching YouTube videos.					
25	Students can discuss well according to the learning topic.					
26	Students feel interested to get involved in group discussions using YouTube videos.					
27	I prepare assessments for each learning activity.					
28	I give an objective assessment in accordance with the current conditions of learning.					
29	I provide links to learning videos on YouTube for students to study at home.					
30	I evaluate the learning method after class ends.					
31	Other types which not been mentioned above, please fill it here (if any).					

RQ2. What criteria do native English-speaking teachers employ in choosing YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?

No. Item	Statement (s)	Category				
		1	2	3	4	5
1	Using videos with keywords on-screen highlighting important elements.					
2	Using videos with changes in color or contrast to emphasize the organization of information.					
3	Using videos with changes in color or contrast to emphasize relationships within the information.					
4	Using videos with brief out-of-video text explaining the purpose and context of the video (e.g., learning objective for video).					
5	Using videos with chapters to enable click-forward, refer-back, and pause questions within videos.					
6	Using short videos (6 minutes or less) showing one or two short sequences.					
7	Using videos with YouTube Annotation to prompt questions to students.					
8	Using videos with eliminating unnecessary elements such as overloud music.					
9	Using videos with eliminating unnecessary elements such as complex backgrounds.					
10	Using videos with eliminating unnecessary elements such as extra features within an animation.					
11	Using videos with narrated animations on-screen.					
12	Using videos with the animation while also showing printed text on-screen.					
13	Using a “talking head” video to explain a complex process on-screen.					
14	Using multiple videos for a lesson, each \leq 6 minutes.					
15	Using crop and edit content to highlight the most relevant pieces of videos.					
16	Using videos with placing the student in the lesson by use of “your” rather than “the” during explanations					
17	Using videos with the use of “I” to indicate the narrator’s perspective					

18	Using videos with increasing narrator speed (e.g., speaking rates in the 185–254 words per minute range).					
19	Using videos with expressions of instructor excitement (e.g., “I love the next part”).					
20	Using videos relevant to the course for the future (e.g., videos created for the class in which they are going to be used with instructor narration explaining links to preceding material).					
21	Using videos with explanatory text to situate video in course.					
22	Using short videos with interactive questions within an LMS or Google Forms.					
23	Using videos with integrated questions within videos with tools such as HapYak or Zaption.					
24	Using videos with YouTube Annotate, HapYak, or another tool to introduce labeled “chapters” into a video.					
25	Using videos with YouTube Annotate, HapYak, or another tool to allow students to select important sections to review and move backward when desired.					
26	Using pause and interact technique (e.g., pause the video at a suspenseful point and have students make predictions or form hypotheses).					
27	Using formulated questions you want your students to focus on (e.g., write them on the board or use on-screen annotation tools).					
28	Using videos as part of a larger homework assignment (e.g., package videos with a series of questions or problems that ask students to apply the concepts from the videos).					
29	Using videos as part of a larger homework assignment (e.g., assign a project, ideally something creative, requiring multiple viewings to rehash the details such as creating a poster or mini-book).					
30	Other types which not been mentioned above, please fill it here (if any).					

RQ3. What challenges do native English-speaking teachers encounter in using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?

No. Item	Statement (s)	Category				
		1	2	3	4	5
1	Learning support facilities with YouTube videos do not function.					
2	Insufficient Internet connection.					
3	Buffering occurs when playing YouTube videos.					
4	A video selected from YouTube based on its title turned out to be age-inappropriate.					
5	It takes a long time to prepare YouTube video material.					
6	There are many video recommendations when entering keywords in the search bar.					
7	The video search filter on YouTube does not return the expected result.					
8	The video selected based on the title turned out to be unsuitable for teaching the intended topic.					
9	The speaker's accent in the chosen YouTube videos is difficult to understand for students.					
10	The use of advanced terms and vocabulary in the chosen YouTube videos is difficult for students to understand.					
11	Availability of videos that do not vary.					
12	The video has been removed from YouTube.					
13	Video is not available because it is copyrighted.					
14	There are many advertisements when accessing YouTube videos.					
15	The popped-up ads while watching YouTube videos.					
16	Students faced difficulties in learning using YouTube videos.					
17	The ability of students does not match the level of difficulty in the chosen YouTube videos.					
18	Students do not understand how to implement YouTube video techniques.					
19	Students get distracted by the background of the chosen YouTube videos.					
20	Students become passive in learning using the chosen YouTube videos.					
21	Students get bored learning using the chosen YouTube videos.					

22	Students display disruptive behavior when learning using YouTube videos.					
23	Students do not concentrate on learning when using YouTube videos.					
24	Students interrupt while the video is playing.					
25	Students experience problems in understanding learning topics by using YouTube videos.					
26	The same video is played more than two times to get students to understand the topic.					
27	Students do not understand the chosen YouTube video materials.					
28	Students experience problems understanding the language used in videos.					
29	Students take longer to accept learning with YouTube videos.					
30	Learning with the YouTube video technique is not interesting for students.					
31	The content of the chosen YouTube videos is not attractive to students.					
32	Students do not get an increase in learning outcomes by using the chosen YouTube videos.					
33	Students could not catch up on information on the selected YouTube videos because they are too fast.					
34	The YouTube video technique is not effective in the process of learning English.					
35	There are difficulties in developing teaching and learning techniques using YouTube videos.					
36	Other types which not been mentioned above, please fill it here (if any).					



RQ4. What are the mitigations taken by native English-speaking teachers in overcoming these challenges of using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?

No. Item	Statement (s)	Category				
		1	2	3	4	5
1	Checking all the facilities and supported devices for teaching using YouTube videos.					
2	Testing the Internet connection ahead of before teaching using YouTube videos.					
3	Finding appropriate educational YouTube video content for kids.					
4	Taking a couple of minutes to prepare the YouTube video material before class starts.					
5	Finding an appropriate topic for the lesson by entering keywords on search bar.					
6	Adjusting the language level of YouTube videos appropriate for kids.					
7	Preparing YouTube video which is easy to understand for kids.					
8	Having two or more backup videos for the same topic to vary the lesson.					
9	Using high-quality and interesting YouTube videos from trusted sources/channels.					
10	Doing a subscription to get the latest video from the desired channel.					
11	Downloading YouTube video ahead before it is protected from copyright.					
12	Using free ads apps to avoid too many ads when accessing YouTube videos.					
13	Introducing the topic of learning with YouTube videos.					
14	Using subtitles so that students get used to practicing their listening as well as reading skills simultaneously.					
15	Slowing the speed of videos down to get students to understand the learning topic.					
16	Pausing videos while giving some clarification on some points.					
17	Using techniques that could motivate students to participate in learning with videos.					
18	Using positive reinforcement like rewards to increase students' engagement using YouTube videos.					

19	Using negative reinforcement like eliminating points to decrease students' disruptive behavior.					
20	Creating rules between the teacher and students when learning using YouTube videos.					
21	Going back to certain parts of the video to explain some points.					
22	Consider making written transcripts or using closed captioning if it is available.					
23	Using the WSQ (pronounced "whisk") consisting of watch, summarize, question.					
24	Asking some questions related to the video to check students understanding.					
25	Giving feedback on some parts of the video to confirm students understanding.					
26	Having students make predictions or form hypotheses in a particular sequence of the video.					
27	Reviewing vocabulary before viewing the video.					
28	Before the viewing, introduce the video by giving a brief synopsis of what they are about to view.					
29	Using pause and interact techniques through group or whole class discussion.					
30	Having some fun games to get students' attention back using YouTube videos.					
31	Having quizzes to recall students' understanding of the learning topic.					
32	Dividing students into pairs or groups to answer discussion questions.					
33	Creating a whole-class summary by calling on students one at a time to retell a section of the video (in chronological order).					
34	Giving worksheets to assess students' comprehension of the learning topic after watching the chosen YouTube videos.					
35	Giving homework or assigning a project which challenges students to think critically and synthesize what they have learned.					
36	Developing learning techniques that can increase students' active learning using YouTube videos.					
37	Other types which not been mentioned above, please fill it here (if any).					

Appendix 5. Interview Guide

Research Question	Interview Questions
<p>1. How do native English-speaking teachers implement YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?</p>	<ol style="list-style-type: none"> 1. Tell me about your teaching- what grades/ subjects do you teach? 2. Describe your classroom in terms of student demographics, amount of resources, set up... 3. Describe your use of technology in the classroom. 4. Do you have a YouTube account? (gmail, google+) 5. What features offered by YouTube do you use? (playlist, subscriptions, channels ie. Youtube.com/education, uploads, etc) 6. Do you use YouTube in the classroom on a regular basis? (daily/weekly) 7. Why do you choose to use YouTube? 8. Is YouTube your prime source of video sharing? 9. Do you use any other video-sharing websites/ technology other than YouTube? 10. What types of videos do you find most effective? 11. How does using YouTube affect your lesson planning? (ie. time spends on finding videos, preparing videos before class, and having a plan b) 12. Do you think YouTube can deliver curriculum content meaningfully and effectively? Why? 13. Do you think students can understand the chosen YouTube video materials? 14. What do you think are the difficulties faced by students when using YouTube videos in teaching? 15. Do you use YouTube as a form of assessment? (ie. homework, assignment, project) 16. How do you incorporate YouTube into your lesson? (pre-activity, whilst activity, and post-activity) 17. Describe your method of incorporating YouTube into the classroom? ie. Prepared ahead of time, search on the spot, educational use only, used for fun...

<p>2. What criteria do native English-speaking teachers employ in choosing YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?</p>	<ol style="list-style-type: none"> 1. Describe how do you select videos on YouTube for your lesson? 2. Are there any criteria used for choosing videos on YouTube for your lesson? 3. Have you incorporated the criteria for effective educational videos from Brame's (2016) before? <ul style="list-style-type: none"> - How would you describe the cognitive load in the content when using YouTube videos? - How would you describe student engagement in the content when using YouTube videos? - How would you describe active learning in the content when using YouTube videos?
<p>3. What challenges do native English-speaking teachers encounter in using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?</p>	<ul style="list-style-type: none"> - What challenges do you face when using YouTube in the classroom? (ie. tech problems, choosing videos, classroom management, cognitive load, student engagement, active learning) - What challenges do you encounter in the pre-class stage (preparing the material before class starts)? - What challenges do you encounter in the in-class stage (main activity)? - What challenges do you encounter in the assessment stage? - What do you think students' difficulties when using YouTube videos in teaching? - What challenges do you face related to technical problems? - What challenges do you face related to choosing videos? - What challenges do you face related to classroom management? - What challenges do you face related to students' cognitive load of using YouTube videos in your classroom? - What challenges do you face related to students' engagement when using YouTube videos in your classroom? - What challenges do you face related to students' active learning when using YouTube videos in your classroom?

<p>4. What are the mitigations taken by native English-speaking teachers in overcoming these challenges of using YouTube videos for teaching English to primary school students in Taman Rama Intercultural school?</p>	<ul style="list-style-type: none"> - What would make using YouTube in the classroom easier or more accessible? (more training, more resources, etc) - How would you solve the problems related to students' difficulties in using YouTube videos in teaching? - How do you solve the obstacles of using YouTube videos in your classroom? (ie. tech problems, choosing videos, classroom management, cognitive load, student engagement, active learning) - How would you solve obstacles related to technical problems? - How would you solve obstacles related to choosing videos? - How would you solve obstacles related to classroom management? - How would you solve obstacles related to students' cognitive load of using YouTube videos in your classroom? - How would you solve obstacles related to students' engagement when using YouTube videos in your classroom? - How would you solve obstacles related to students' active learning when using YouTube videos in your classroom?
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Appendix 6. Questionnaire Tabulation

RQ.1 Implementation of YouTube Videos

Table Data A						
Item	Respondent					Average
	T1	T2	T3	T4	T5	
1	5	4	4	3	2	3.6
2	5	4	4	5	4	4.4
3	4	3	4	3	4	3.6
4	5	4	4	4	3	4
5	5	4	5	5	4	4.6
6	5	3	1	2	1	2.4
7	5	4	4	5	5	4.6
8	5	5	3	3	4	4
9	5	4	3	3	4	3.8
10	4	2	5	5	4	4
11	4	3	5	3	5	4
12	5	4	4	5	5	4.6
13	5	4	3	4	5	4.2
14	5	4	3	5	5	4.4
15	3	2	3	1	1	2
16	2	1	3	2	1	1.8
17	5	4	3	4	5	4.2
18	4	3	1	3	4	3
19	4	3	4	3	3	3.4
20	2	2	1	2	3	2
21	4	1	4	3	2	2.8
22	5	4	4	3	5	4.2
23	4	4	4	3	2	3.4
24	4	4	4	3	4	3.8
25	5	4	4	4	4	4.2
26	4	4	4	4	5	4.2
27	3	2	5	4	2	3.2
28	4	4	4	4	4	4
29	3	2	1	2	1	1.8
30	4	2	4	4	3	3.4
31	0	0	0	0	0	0
Average	4.2	3.3	3.5	3.5	3.5	

RQ2. Criteria for Selecting YouTube Videos

Table Data B						
Item	Respondent					Average
	T1	T2	T3	T4	T5	
1	5	4	3	4	1	3.4
2	5	4	3	4	2	3.6
3	5	4	3	4	2	3.6
4	5	3	2	3	3	3.2
5	5	4	1	1	1	2.4
6	5	5	4	5	4	4.6
7	4	3	1	1	1	2
8	5	2	3	2	1	2.6
9	5	3	5	2	2	3.4
10	4	2	3	2	2	2.6
11	5	2	4	4	3	3.6
12	5	2	3	4	3	3.4
13	5	1	3	2	2	2.6
14	4	3	3	1	1	2.4
15	5	2	1	1	1	2
16	4	1	1	2	2	2
17	4	1	3	1	2	2.2
18	3	1	2	1	1	1.6
19	5	1	4	3	3	3.2
20	4	1	3	3	1	2.4
21	5	2	4	4	3	3.6
22	3	2	3	1	3	2.4
23	3	1	1	1	1	1.4
24	4	1	1	1	1	1.6
25	4	1	3	1	1	2
26	5	3	3	2	4	3.4
27	5	3	1	4	4	3.4
28	3	1	1	1	1	1.4
29	3	1	1	1	1	1.4
30	0	0	0	0	0	0
Average	4.4	2.2	2.5	2.3	2	

RQ 3. Challenges Faced When Implementing YouTube Videos

Table Data C						
Item	Respondent					Average
	T1	T2	T3	T4	T5	
1	3	2	1	3	2	2.2
2	2	2	2	1	5	2.4
3	2	2	1	1	3	1.8
4	4	1	2	3	1	2.2
5	3	3	1	3	4	2.8
6	4	4	4	2	5	3.8
7	3	2	3	4	4	3.2
8	3	2	2	4	3	2.8
9	4	3	2	3	5	3.4
10	4	2	2	3	5	3.2
11	2	3	2	3	3	2.6
12	1	1	1	1	3	1.4
13	1	1	1	1	1	1
14	5	5	2	5	1	3.6
15	5	4	2	5	1	3.4
16	1	2	2	2	2	1.8
17	2	2	2	3	2	2.2
18	2	2	2	3	2	2.2
19	2	2	1	2	2	1.8
20	3	2	2	2	2	2.2
21	2	2	2	1	2	1.8
22	2	2	3	1	2	2
23	2	2	3	1	2	2
24	4	2	4	1	2	2.6
25	2	2	2	2	2	2
26	1	3	2	1	4	2.2
27	2	1	2	2	2	1.8
28	3	2	2	3	2	2.4
29	1	2	1	1	1	1.2
30	1	1	1	1	1	1
31	2	2	1	1	1	1.4
32	1	2	2	1	1	1.4
33	3	2	2	3	1	2.2
34	1	1	2	3	4	2.2
35	1	2	2	3	4	2.4
36	0	0	0	0	0	0
Average	2.4	2.1	1.9	2.3	2.5	

RQ 4. Mitigation Taken When Implementing YouTube Videos

Table Data D						
Item	Respondent					Average
	T1	T2	T3	T4	T5	
1	5	2	5	4	5	4.2
2	5	1	5	1	3	3
3	5	4	5	5	5	4.8
4	5	4	4	5	5	4.6
5	5	5	5	5	5	5
6	5	5	4	5	4	4.6
7	5	4	5	5	5	4.8
8	4	3	1	1	2	2.2
9	5	4	4	5	4	4.4
10	4	2	1	1	1	1.8
11	1	1	1	1	1	1
12	1	1	1	1	5	1.8
13	3	3	4	4	4	3.6
14	4	2	1	4	4	3
15	4	1	1	3	4	2.6
16	5	4	3	3	5	4
17	5	3	3	5	5	4.2
18	4	4	3	3	2	3.2
19	3	3	3	1	2	2.4
20	5	4	3	1	2	3
21	5	4	3	3	5	4
22	4	2	1	1	1	1.8
23	5	1	3	3	1	2.6
24	5	5	3	5	5	4.6
25	2	5	3	5	5	4
26	5	4	2	5	3	3.8
27	4	4	3	5	4	4
28	5	4	4	5	4	4.4
29	5	4	3	3	5	4
30	4	2	3	1	2	2.4
31	5	4	3	3	4	3.8
32	2	3	1	3	4	2.6
33	5	3	1	1	3	2.6
34	3	4	2	1	4	2.8
35	1	2	1	1	2	1.4
36	5	1	2	1	2	2.2
37	0	0	0	0	0	0
Average	4.1	3.1	2.8	3	3.5	

Appendix 7. Observation Tabulation

RQ.1 Implementation of YouTube Videos

Item	Statement (s)	T1	T2	T3	T4	T5	Reason
1	Use learning media	√	√	√	√	√	
2	Choose a video according to learning needs.	√	√	√	√	√	
3	Look for learning media on YouTube.	√	√	√	√	√	
4	Use YouTube as a source of learning videos.	√	√	√	√	√	
5	Prepared everything needed.	√	√	√	√	√	
6	Edit the chosen YouTube videos.	X	X	X	X	X	Write/pinpoint minutes of video
7	Preview the chosen YouTube videos	√	√	√	√	√	
8	Write a link to the video (s) on the lesson plan	√	√	√	√	√	
9	Learning support tools available	√	√	√	√	√	
10	Use slides to display learning materials	√	√	√	√	√	
11	Explain the learning objective	√	√	√	√	√	
12	Provide additional activities	√	√	√	√	√	
13	Activate students' prior knowledge	√	√	√	√	√	
14	Prompt questions related to the learning topic	√	√	√	√	√	

15	Students can choose the videos they want	√	√	√	X	X	(-+) Teachers prepared ahead (TC)
16	Students are allowed to pause videos	√	X	√	√	X	(-+) Students ask (SC) = collab learning
17	Students focus on learning	√	√	√	√	√	
18	Keep subtitles on when using YouTube videos.	√	√	X	√	√	Overlapping the keywords
19	Introduce new and unfamiliar vocabulary	√	√	√	√	√	
20	Students take notes on vocabulary in the video	√	√	X	√	√	Explain orally about the words directly
21	Students can answer the popped-up quiz	√	X	√	√	√	No quiz on selected video
22	Students can answer teachers' questions	√	√	√	√	√	
23	Students are given rewards	√	√	√	√	√	
24	Students become interactive	√	√	√	√	√	
25	Students can discuss well	√	√	√	√	√	
26	Students feel interested in getting involved	√	√	√	√	√	
27	Prepare assessments	√	√	√	√	√	
28	Give an objective assessment	√	√	√	√	√	
29	Provide links of video to study at home	√	√	X	√	X	Finish in class, in case students rewatch it
30	Evaluate the learning method after class ends.	√	√	√	√	√	

RQ2. Criteria for Selecting YouTube Videos

Item	Statement (s)	T1	T2	T3	T4	T5	Reason
1	Using videos with keywords on-screen highlighting important elements.	√	√	√	√	X	Footage or subtitle
2	Using videos with changes in color or contrast to emphasize the organization of information.	√	√	√	√	√	
3	Using videos with changes in color or contrast to emphasize relationships within the information.	√	√	√	√	√	
4	Using videos with brief out-of-video text explaining the purpose and context of the video (e.g., learning objective for video).	√	√	√	√	√	
5	Using videos with chapters to enable click-forward, refer-back, and pause questions within videos.	√	√	X	X	X	Channel (Scratch Graden/Dr. Binocs) Trivia/Quiz Not serial course, suitable topic in syllabus
6	Using short videos (6 minutes or less) showing one or two short sequences.	√	√	√	√	√	
7	Using videos with YouTube Annotation to	√	√	X	X	X	Prompt orally/Write on smartboard/whiteboard

	prompt questions to students.						
8	Using videos with the elimination of unnecessary elements such as overloud music.	√	√	√	√	√	
9	Using videos with the elimination of unnecessary elements such as complex backgrounds.	√	√	√	√	√	
10	Using videos with the elimination of unnecessary elements such as extra features within an animation.	√	√	√	√	√	
11	Using videos with narrated animations on-screen.	√	√	√	√	√	
12	Using videos with the animation while also showing printed text on-screen.	√	√	√	√	√	
13	Using a “talking head” video to explain a complex process on-screen.	√	X	√	√	√	Explain directly
14	Using multiple videos for a lesson, each ≤ 6 minutes.	√	√	√	X	X	Back-up videos, kids are curious about something related topic, reuse videos.
15	Using crop and edit content to highlight the most relevant pieces of videos.	√	√	X	X	X	Skip and pause, write minute/pinpoint

16	Using videos with placing the student in the lesson by use of “your” rather than “the” during explanations	√	X	X	√	√	Interactive video animated
17	Using videos with the use of “I” to indicate the narrator’s perspective	√	X	√	X	√	Depends on the speaker
18	Using videos with increasing narrator speed (e.g., speaking rates in the 185–254 words per minute range).	√	X	√	X	X	Slow down the speed
19	Using videos with expressions of instructor excitement (e.g., “I love the next part”).	√	√	√	√	√	
20	Using videos relevant to the course for the future (e.g., videos created for the class in which they are going to be used with instructor narration explaining links to preceding material).	√	X	√	√	X	Reuse video
21	Using videos with explanatory text to situate video in course.	√	√	√	√	√	
22	Using short videos with interactive questions within an	√	√	√	X	√	Finish in class not in LMS, sometimes in Whats App group/ seesaw app

	LMS or Google Forms.						
23	Using videos with integrated questions within videos with tools such as HapYak or Zaption.	√	X	X	X	X	Trivia on the video already
24	Using videos with YouTube Annotate, HapYak, or another tool to introduce labeled “chapters” into a video.	√	X	X	X	X	Never use annotation
25	Using videos with YouTube Annotate, HapYak, or another tool to allow students to select important sections to review and move backward when desired.	√	X	√	X	X	Students raise hand/come forward
26	Using pause and interact technique (e.g., pause the video at a suspenseful point and have students make predictions or form hypotheses).	√	√	√	√	√	
27	Using formulated questions you want your students to focus on (e.g., write them on the board or use on-screen annotation tools).	√	√	X	√	√	Interactive quiz on videos, write on screen or whiteboard
28	Using videos as part of a larger homework assignment (e.g.,	√	X	X	X	X	Finish in class

	package videos with a series of questions).						
29	Using videos as part of a larger homework assignment (e.g., assign a project)	√	X	X	X	X	Finish in class

RQ 3. Challenges Faced When Implementing YouTube Videos

Item	Statement (s)	T1	T2	T3	T4	T5	Reason
1	Learning support facilities do not function.	√	√	X	√	√	Speaker unplugs, technical things
2	Insufficient Internet connection.	√	√	√	X	√	Once when there was maintenance slow a bit
3	Buffering occurs when playing YouTube videos.	√	√	X	X	√	Once when there was maintenance slow a bit
4	A video selected from YouTube based on its title turned out to be age-inappropriate.	√	X	√	√	X	Thumbnail
5	It takes a long time to prepare YouTube video material.	√	√	X	√	√	Searching preparation, using break time
6	There are many video recommendations when entering keywords in the search bar.	√	√	√	√	√	
7	The video search filter on YouTube	√	√	√	√	√	

	does not return the expected result.						
8	The video selected based on the title turned out to be unsuitable for teaching the intended topic.	√	√	√	√	√	
9	The speaker's accent in the chosen YouTube videos is difficult to understand for students.	√	√	√	√	√	
10	The use of advanced terms and vocabulary in the chosen YouTube videos is difficult for students to understand.	√	√	√	√	√	
11	Availability of videos that do not vary.	√	√	√	√	√	
12	The video has been removed from YouTube.	X	X	X	X	X	Never
13	Video is not available because it is copyrighted.	X	X	X	X	X	Never
14	There are many advertisements when accessing YouTube videos.	√	√	√	√	X	Use YouTube premium/free ads app
15	The popped-up ads while watching YouTube videos.	√	√	√	√	X	Use YouTube premium/free ads app
16	Students faced difficulties in	X	√	√	√	√	Easily get distracted

	learning using YouTube videos.						
17	The ability of students does not match the level of difficulty in the chosen YouTube videos.	√	√	√	√	√	
18	Students do not understand how to implement YouTube video techniques.	√	√	√	√	√	
19	Students get distracted by the background of the chosen YouTube videos.	√	√	X	√	√	Making the kids really want to talk
20	Students become passive in learning using the chosen YouTube videos.	√	√	√	√	√	
21	Students get bored learning using the chosen YouTube videos.	√	√	√	X	√	Always interesting videos, brain breaks, games, trivia, movement, and dance
22	Students display disruptive behavior when learning using YouTube videos.	√	√	√	X	√	Good students
23	Students do not concentrate on learning when using YouTube videos.	√	√	√	X	√	Good students
24	Students interrupt while the video is playing.	√	√	√	X	√	Good students

25	Students experience problems in understanding learning topics by using YouTube videos.	√	√	√	√	√	
26	The same video is played more than two times to get students to understand the topic.	X	√	√	X	√	Repeat or pause/continue
27	Students do not understand the chosen YouTube video materials.	√	X	√	√	√	Language/content/for kids
28	Students experience problems understanding the language used in videos.	√	√	√	√	√	
29	Students take longer to accept learning with YouTube videos.	X	√	X	X	X	Need time to settle down
30	Learning with the YouTube video technique is not interesting for students.	X	X	X	X	X	Always interesting
31	The content of the chosen YouTube videos is not attractive to students.	√	√	X	X	X	Interesting video with trivia, fun facts, quizzes, and interactive question
32	Students do not get an increase in learning outcomes	√	X	X	√	√	To enhance learning, teachers still explain

	by using the chosen YouTube videos.						accompanied with the book
33	Students could not catch up on information on the selected YouTube videos because they are too fast.	√	√	√	√	X	Speakers speak too fast and need to slow it down, higher grades get used to speaking a bit faster
34	The YouTube video technique is not effective in the process of learning English.	X	X	√	√	√	Interesting and fun for lower grade
35	There are difficulties in developing teaching and learning techniques using YouTube videos.	X	√	√	√	√	All is flexible, need research more on video recommendation for kids, training, workshop

RQ 4. Mitigation Taken When Implementing YouTube Videos

Item	Statement (s)	T1	T2	T3	T4	T5	Reason
1	Checking all the facilities and supported devices	√	√	√	√	√	
2	Testing the Internet connection ahead	√	X	√	X	√	In case there is maintenance, bought new Wi-Fi stronger and more stable
3	Finding appropriate educational YouTube video content for kids.	√	√	√	√	√	
4	Taking a couple of minutes to prepare the YouTube video	√	√	√	√	√	

	material before class starts.						
5	Finding an appropriate topic for the lesson by entering the keywords on the search bar.	√	√	√	√	√	
6	Adjusting the language level of YouTube videos appropriate for kids.	√	√	√	√	√	
7	Preparing YouTube video which is easy to understand for kids.	√	√	√	√	√	
8	Having two or more backup videos for the same topic to vary the lesson.	√	√	X	X	√	Reuse it, similar topic different videos
9	Using high-quality and interesting YouTube videos from trusted sources/channels.	√	√	√	√	√	
10	Doing a subscription to get the latest video from the desired channel.	√	√	X	X	X	Search YouTube education channel, reading, scratch garden, Dr. Binocs.
11	Downloading YouTube video ahead before it is protected from copyright.	X	X	X	X	X	
12	Using free ads apps to avoid too many ads when accessing YouTube videos.	X	X	X	X	√	YouTube Premium/ Free Ads app Skip, pause, mute, continue, chat a little bit, discuss

13	Introducing the topic of learning with YouTube videos.	√	√	√	√	√	
14	Using subtitles so that students get used to practicing their listening as well as reading skills simultaneously.	√	√	X	√	√	Keywords on-screen narrated animation Practice reading and listening skills
15	Slowing the speed of videos down to get students to understand the learning topic.	√	X	X	√	√	Easy for kids, animated, keywords
16	Pausing videos while giving some clarification on some points.	√	√	√	√	√	
17	Using techniques that could motivate students to participate in learning with videos.	√	√	√	√	√	
18	Using positive reinforcement like rewards to increase students' engagement using YouTube videos.	√	√	√	√	√	
19	Using negative reinforcement like eliminating points to decrease students' disruptive behavior.	√	√	√	X	√	Games, brain breaks, dance and move, positive reinforcement, minus dojo point, moving chart
20	Creating rules between the teacher	√	√	√	X	√	Consequences, explain at the very

	and students when learning using YouTube videos.						beginning, good students
21	Going back to certain parts of the video to explain some points.	√	√	√	√	√	
22	Consider making written transcripts or using closed captioning if it is available.	√	√	X	X	X	Subtitles, keywords
23	Using the WSQ (pronounced “whisk”) consisting of watch, summarize, question.	√	X	√	√	X	When there is quiz, ask the kids, interact
24	Asking some questions related to the video to check students understanding.	√	√	√	√	√	
25	Giving feedback on some parts of the video to confirm students understanding.	√	√	√	√	√	
26	Having students make predictions or form hypotheses in a particular sequence of the video.	√	√	√	√	√	
27	Reviewing vocabulary before viewing the video.	√	√	√	√	√	
28	Before the viewing, introduce the video by giving a brief	√	√	√	√	√	

	synopsis of what they are about to view.						
29	Using pause and interact techniques through group or whole class discussion.	√	√	√	√	√	
30	Having some fun games to get students' attention back using YouTube videos.	√	√	√	X	√	Brain break, dance, little movement, questions
31	Having quizzes to recall students' understanding of the learning topic.	√	√	√	√	√	
32	Dividing students into pairs or groups to answer discussion questions.	√	√	X	√	√	Directly point the kids use lollipop sticks
33	Creating a whole-class summary by calling on students one at a time to retell a section of the video (in chronological order).	√	√	X	X	√	In case want to recall the information some important points
34	Giving worksheets to assess students' comprehension of the learning topic after watching the chosen YouTube videos.	√	√	√	X	√	Use the textbook, Twinkle, Baamboozle, Flippity.net
35	Giving homework or assigning a project which	X	√	X	X	√	In case students want to rewatch

	challenges students to think critically and synthesize what they have learned.						
36	Developing learning techniques that can increase students' active learning using YouTube videos.	√	X	√	X	√	Training/workshops, more research on videos for kids



Appendix 8. Teachers' Interview Transcript

INTERVIEW TRANSCRIPTION FROM T1

1 0:00

Okay, the first one. Can you please tell me about your teaching? What grades and subjects do you teach?

2 0:07

So I teach Grade One. I teach English, maths, science, sose, and arts.

1 0:15

Okay. Could you please describe about your classrooms in terms of the students demographics, amount of resources?

2 0:22

So the students are mostly local Indonesian students. I have one student from Russia. And the resources in the classroom, the resources, we have a smartboard and a projector. A computer in the classroom. Yeah basically.

1 0:46

Okay, could you please describe about your use of technology in the classroom?

2 0:51

Oh, I use I use technology. And in every lesson, it really helps to like give the kids a visual representation of what we're learning. And it's a lot of the videos that we use are interactive, so they can do quizzes they get asked questions. Yeah, it makes learning really fun for them. They really love to use the smartboard and click on it.

1 1:16

Next, do you have a YouTube account like Gmail or Google Plus?

2 1:20

I have? Yeah, Gmail. Yeah.

1 1:23

Are you a content creator?

2 1:24

No.

1 1:26

Okay, or do you want to be okay? Next, What features of YouTube, do you use usually like playlists? Subscriptions? YouTube education channels? or anything else?

2 1:39

Always YouTube Education channels. There are few I can't remember the names of them. But they're few that generally if I'm teaching something I look for the that specific channel because they they really like explain it. Well, the kids like the characters or they The accent is really clear for the kids to understand. And, what's the other thing?

1 2:04

That's it. Okay, next do you use YouTube in the classroom on a regular basis?

2 2:08

Yes. All the time every day. Every lesson, not every lesson but most lesson. Mostly.

1 2:15

Next Why do you choose to use YouTube?

2 2:17

Hm, For video is mainly it gives the kids a good, like 3d idea. It has picture and it has sound. So it's better than just a picture to hold up though. They can actually like see the thing the movement audio visual. Yeah, exactly.

1 2:42

Okay, next, is YouTube, your prime source of videos sharing?

2 2:46

Yes.

1 2:48

Do you use any other video sharing websites or technology other than YouTube?

2 2:52

No.

1 2:54

What types of videos do you find most effective?

2 2:56

Hm, types of videos.

1 3:04

yeah. That you usually use for your lesson and it is effective.

2 3:12



I don't think I don't use videos where the someone explaining like a math problem or something like that. Because I would rather just show them something that's like really colorful, really visual. Really interesting to them usually like in science and statistics. Really like those types of videos about the world like that. Okay, nature.

1 3:41

Next, how does using YouTube affect your lesson planning? Like the time spent finding videos, preparing the videos before class and having a plan B video?

2 3:52

Yeah, well YouTube's really helpful because you can find so much there's so many subjects like no matter what you're teaching, there's going to be a YouTube video. I usually only use it for about three to four minutes. And while I'm playing the video, I know the kids are more interested in watching the video and listening then. me just talking. Yeah, so I use it as I play the video and then I can pause and explain and then chat a bit with them and then press play again. So we like stop and start the video. Which works really well. Yeah.

1 4:26

Okay, next. Do you think YouTube can deliver curriculum content in meaningful and effective way?

2 4:33

Yeah, for sure.

1 4:34

Why so?

2 4:35

Hm, The videos always relevant they just have so many like no matter what topic you you learning about this, YouTube has something

1 4:47

Next, Do you think students can understand the selected YouTube videos materials?

2 4:53

Yeah, for sure. I always watch the video before I show them to make sure that the especially vocabulary isn't too complicated and to make sure that the person doesn't talk too fast, because if they talk too fast, like the speed yeah. Okay.

1 5:08

Next, what do you think? Are the difficulties faced by students when you use YouTube videos?

2 5:14

Probably that probably if the vocabulary is too advanced, or if the person speaks too fast. But to overcome that, they usually just use the visual cues that they see. And then they can make sense of it by themselves.

1 5:30

Okay, next do you usually put the subtitles on when you playing the video.

2 5:35

Yes.

1 5:36

Why, so?

2 5:36

So kids, maybe who prefer to see what their learning can read instead of not all the kids are good at listening, their listening skills aren't as good. So, as I think they listening and reading at the same time, and I think the combination of that's really effective.

1 5:57

Okay, Next, do you use YouTube as a form of assessment like homework, assignment or project?

2 6:04

No, not form of assessment, but we will learn about the topic. And then I can use a YouTube video to sort of just assess what they've learned in the class, so that I know for the next lesson, what I need to go back to or what they understood or not,

1 6:18

okay. Next, do you usually put the link of the YouTube videos on your lesson plan.

2 6:25

Yes.

1 6:28

Next, how do you incorporate YouTube into your lesson, for example, like pre activity, Main Activity or post activity?

2 6:36

I like to use it to introduce a topic. I think it gets their attention really quickly and easily. It makes them excited about what we're learning about. But it can also like, we learn about a topic and then we can use it to ask interesting questions or to like expand our knowledge as well.

1 7:00

Okay, next describe your method of incorporating YouTube into the classroom, for example, like, prepare ahead of time, search it on the spot, Educational Use Only or use for fun.

2 7:11

A little bit of everything. Usually more formal, and I plan ahead because I think you have to just be careful, like you never know what's going to pop up in a YouTube video. So like to view everything I'm showing before. Usually, yeah, for what we're learning about, but if the kids have an interesting question, or like they interested in something that I didn't foresee, then it can be more on the spot.

1 7:42

Okay. Do you use YouTube for for example, if you have rest time, so you can play a movie on YouTube or something.

2 7:51

Yeah, I like in my personal life or in the classroom? Yeah, we do like a lot of dancing movements. There's a lot of fun like brain breaks on YouTube. Yeah.

1 8:07

Okay, next to the next research questions, could you please describe how do you select videos on YouTube for your lessons? Like you search the keywords or,

2 8:17

Yeah, the keywords the topic. If it doesn't come up immediately I'll I'll adjust it like more detailed, more specific for what I want,

1 8:25

Like you is filtering?

2 8:27

Yeah yeah.

1 8:30

Okay, next, are there any criteria that you use for choosing videos on YouTube?

2 8:36

Not specifically,

1 8:37

like the animations, the sounds, the narrator's, the topic.

2 8:41

I like to mix it a little bit. I don't like to show only animated. I think it's important that they see like, the real thing as well. So I always like to have a real thing. And

then if they need extra support, or there's an another fun video, I can use an animation. Yeah.

1 8:57

Okay. Next, have you heard about the criteria for effective educational videos from Brame's (2016) before?

2 9:06

No.

1 9:07

Okay, next, the third research questions. What challenges do you face when using YouTube in the classroom? For example, the first one technical problems? The first one Yeah, the technical problems.

2 9:19

I find ads very annoying. Yeah, the ads in the middle of the video, it can break their focus and it's very disruptive.

1 9:30

Okay, how about the challenge when you choose the videos?

2 9:33

Hm, I think it's usually okay. Hm.

1 9:40

Like there are so many videos on YouTube and yeah, the challenge that you face when selecting one of the best

2 9:46

Ah well. I think it's really important what their keywords are like if they've accurately named their video it makes it a lot easier. Like if we're learning about plants, if their titles, just plants. It's really difficult, but it's like how does a plant grow? Or like parts of a plant? Like really specific? That helps a lot.

1 10:07

Okay. Next, what challenges do you face related to classroom management?

2 10:14

Oh, I think figuring out how to encourage them instead of just punishing them. Because you want to teach them and you don't want to shout at them so that they become despondent and don't want to participate or anything, you want to encourage them to make the right decisions. And I think it's hard sometimes to get that balance, right.

1 10:43

Yes. it's right. Next, what challenges do you face related to students cognitive load, when you use YouTube videos?

2 10:55

I think they usually fine, I think, especially this generation loves videos. And I think they used to, like, that's the way they take charge of their own learning at home. It's like just sitting watching videos. So I think they process it pretty well and pretty easily.

1 11:14

Next, what challenges do you face related to students engagement? When they when you're playing the video? And then do they involve or, like, they just remain silence?

2 11:28

Yeah. So they get really excited watching videos, and they can all start to talk at the same time. So I'll have to stop the video and get them all to keep quiet so that they can actually absorb and listen to the information. Yap.

1 11:44

Okay, next, what challenges do you face related to students active learning?

2 11:52

Well, especially with videos, I think it's easy for them to just become lazy, which is why I like to pause the video so we can interact. Yeah, exactly. We can discuss what we've just heard. If they can't answer the question, then we can go back. We don't watch the whole video. And then it's a lot of information. So we sort of just like, discuss it as we go. So that they they keeping? I'm keeping them thinking. Yeah,

1 12:18

All right, next. The last research questions. What would make using YouTube in a classroom easier? Or more accessible? For example more training, more resources? Or what else?

2 12:31

I don't think anything, I think it's pretty easy as it is, it's a really, really reliable resource.

1 12:38

Okay, next, how would you solve the problems related to students difficulties in using YouTube videos in your class?

2 12:46

I think most of them using it themselves. So like learning from it, or learning from it, learning from it. Hmm. Well, I like to use the function that's like the setting that you can slow it down. Yeah. So you can do it like 0.75 speed or something like that speed? Yeah. Slowing down. Yeah. Because I know, like YouTube videos, they want to fit a lot into like three minutes. So they talk really fast. Yeah. And then move on a lot. Yeah.

1 13:17

Okay, next, how do you solve the problems of using YouTube videos in your classroom? For example, like, when the internet not work, when the video has copyright or something? Yeah,

2 13:30

Yeah, it's really disruptive? And especially if you don't know what's going to happen? You have to just pivot, I suppose. And, yeah, you have to just take it into your own hands and explain it like as best you can without actually, always visually for me.

1 13:53

Next, how do you solve the problems related to classroom management, for example, when students getting bored, and then when students like showing disruptive behavior?

2 14:02

Yeah. I think it's important for them to, to gauge where they act like constantly, so I don't like to they doing something, doing something doing something and then suddenly, they lose golden time? Yeah, I like to give them a warning, which is often also visual. So if you write their name, and then you say, if I have to speak to a game, this is going to happen, so they know the consequences and give them the chance to change their behavior and improve. I think, yeah, that works really well.

1 14:37

Okay. Next, how would you solve the problems related to related to students engagement when they are not involved in the discussions?

2 14:48

Yeah. I like to use partner like partner pairing or group pairing, and you have to be really intentional with who you partner with You don't want someone super strong and super weak and then the weak one just completely relies on the strong ones answer. But people who are stronger one who would engage and teach the weaker one a bit more. I think kids are often more interested in something when it's social learning. Yeah.

1 15:21

Okay, what kind of YouTube videos channels do you usually use for your lessons or subjects?

2 15:28

Ohh, I can't remember the chat names of the channels.

1 15:32

The channels. Like for example, scratch garden?

2 15:36

Yes, scratch garden.

1 15:37

Dr. Binocs?

2 15:39

Yeah, Dr. Binocs.

1 15:40

Yeah something like that. Yeah. So why do you choose that that channels?

2 15:46

My kids love Dr. Binocs. Hm, I think there's a lot of humor in it a lot of silliness. So maybe they don't realize that their learning is like such formal learning. They just enjoy watching the video and they learn from it. Also, like what about Dr. Binocs said that was add like something interesting. So it's not just explaining the theory. It's like a did you know or like a trivia or like, there's always something exciting that the kids can

1 16:16

like interactive questions.

2 16:18

Yeah. Yeah. Okay. Quizzes.

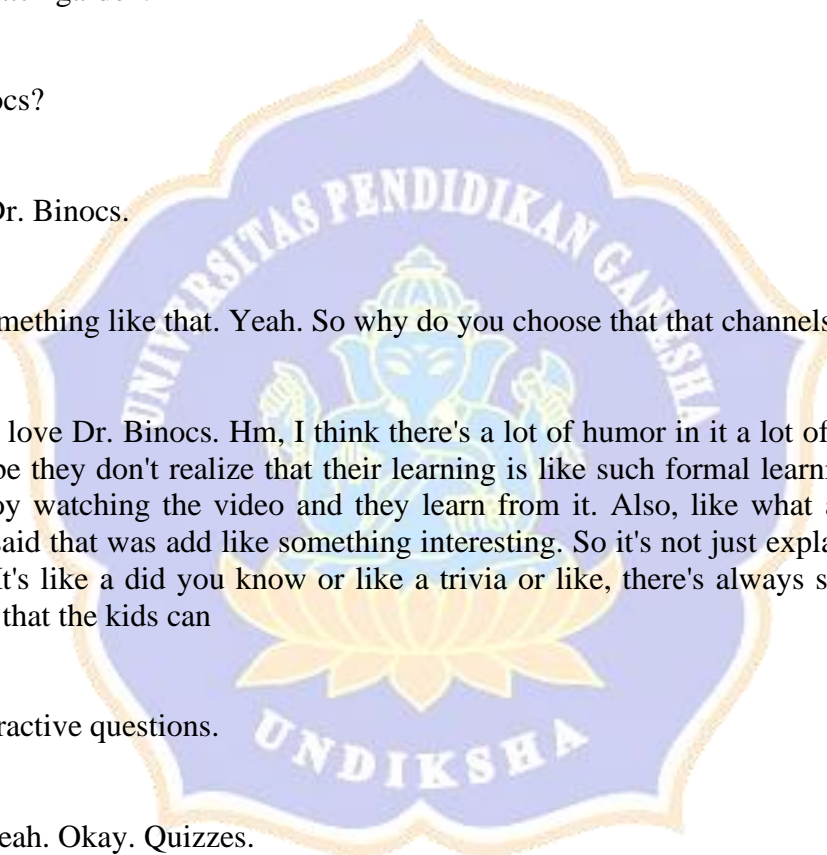
1 16:21

Okay, next. Do you use like, reinforcements or something like reward or punishment when you're using videos in your teaching?

Like for the classroom management?

Oh yeah. For classroom management, for example, if they can answer this question from the video, and then you give like, bonus points or something like that.

2 16:39



Oh, yes, sure. Yeah. Yeah. So if we watched the video, and we've discussed it, then I like to just do like little questions afterwards. Sometimes I give them a sticker. Or they can, if they can answer the question, they can go out to break time or just like little things like that. But I don't like to do too much. Because I don't want that to be the expectation. I want them to answer the question because they enjoy interacting and getting it right. Not only for the reward,

1 17:12

okay, not only for the reward. Okay, next. This is the last question. How would you solve the problems related to add on when you playing the videos?

2 17:21

The ads?

1 17:22

Yeah, the pop up ads?

2 17:23

Oh, it's very annoying. I often muted and then like, do a different discussion. But as soon as they often like five seconds, you can skip it. So I'll just mute it because they really intense and disruptive. So just mute and then skip and then we would continue. Yeah.

1 17:45

Okay, so that's all about the interview. Thank you so much for your time.

2 17:48

Thanks, Ms.

1 17:48

Yeah.

Transcribed by <https://otter.ai>

INTERVIEW TRANSCRIPTION FROM T2

1 0:02

Okay, the first one. Tell me about your teaching what grades and subjects do you teach?

2 0:08

I teach Grade One the subjects of science, math, social studies, English and art.

1 0:17

Can you please describe about your classroom in terms of student demographics?

2 0:25

Like their seating?

1 0:26

yeah, their seating and then where they mostly come from?

2 0:30

okay.

1 0:31

The language they use,

2 0:32

Okay, Most of my students are Indonesian only one of my students is mix Indonesia with the Netherlands I think. I think they have families from not only from Bali, but also like Java or Kalimantan.

Yeah. And they, how they sit in the class as well?

1 0:59

Yeah, like the seating arrangement in class?

2 1:01

Well, at the beginning, we had the shape of a U, so everybody can look at each other. But it were too main, we didn't have enough space. So now they're sitting in groups of six or seven. Okay. And I see them depending on their level,

1 1:17

Level of their ability?

2 1:19

Yeah.

1 1:20

Okay. Could you please tell me about the amount of resources you have in class?

2 1:25

Resources?

1 1:26

Yeah.

2 1:26

Well, we have

1 1:28

smartboard, or what? What else? Class?

2 1:32

In my class, we have the smartboard with the sound. We also have books reading corner, will soon, extra corner with activities that I set up in case a finish work sooner, maybe about math or English, or if not for hm to increase their concentration? Yeah, we also have like paint, we have recycled cardboard and plastics for building. Yeah, that's more or less.

1 2:08

Okay. Next, could you please describe your use of technology in the classroom?

2 2:13

Well, I use technology quite often. I think it's good to call the attention of everyone. And to do since it's a bigger amount of student, it's like 19, or 20. Something, I think that the smartboard is helpful, because it's a big screen and everybody can look at it. It calls their attention.

We use it. Also for the book, when they have their book, I put it on the screen. So everybody knows on which page we are, or to correct activities together. Also, when I want to show a video about something, even sometimes we make in science, if we are curious about the topic, they make different questions, and we try to answer them by maybe between between them if they know if not, we'll do research on the internet. Yeah.

1 3:11

Next, do you have a YouTube account? Like Gmail or Google Glass or something?

2 3:17

No, I have a Gmail.

1 3:19

Do you have hm do you use YouTube account?

2 3:21

No, no.

1 3:22

Okay. Are you a content creator?

2 3:24

No, no.

1 3:25

Okay. Next, do you use features that are offered by YouTube, like the playlists, subscriptions, YouTube education channels?

2 3:34

I subscribe to like apps like Dojo class, or I don't really serve I have an account for reading online for the students so they can read listening to reading I mean,

what is my way I use YouTube? But I don't have an account. Yes, yes.

1 4:01

Probably you have an account if you have Gmail?

2 4:03

Yeah, I think that.

And I use other websites for games related to math. But I don't I haven't really subscribed or made an account. You can use it freely.

1 4:17

Okay. Next, do you use YouTube in the classroom on a regular basis?

2 4:22

Yeah.

1 4:24

Daily, Weekly?

2 4:25

weekly, not every every day. But yeah.

1 4:29

Next, why do you choose to use YouTube?

2 4:32

Because it has I think you can find almost everything there. I mean, at least for my class, okay. And it's easy to use.

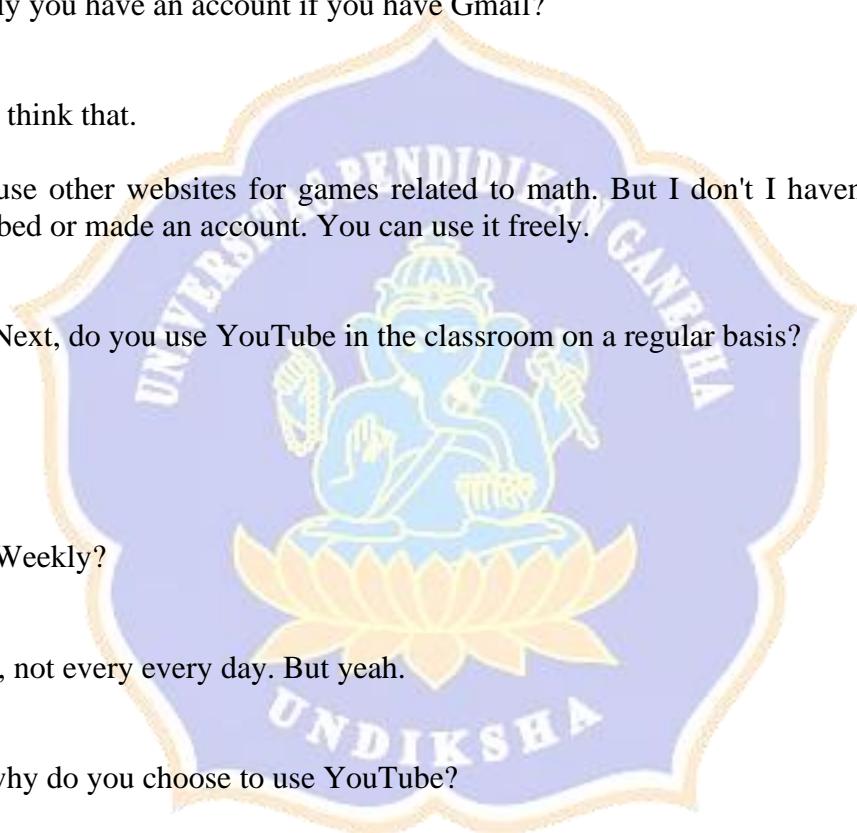
1 4:46

So what's the benefits for students?

2 4:49

Of YouTube? Have you already already said yes.

1 4:57



Yes, okay.

What's the benefit? that why you choose YouTube for your students?

2 5:04

And then because it's visual, it's not only reading sometimes for them, it's better to understand some concepts when they see and listen to something at the same time rather than just me talking. They get distracted more easily with sounds and colors and it takes their attention and some videos on YouTube. They're really good how they explain as well.

1 5:27

Okay, next is YouTube, your prime source of video sharing?

2 5:31

Sorry?

1 5:31

Is YouTube, your primary source of your video sharing? In class, I mean,

2 5:39

yeah,

1 5:39

yeah. Do you use any other video sharing websites or technology other than YouTube?

2 5:46

No, only sometimes you might find an interesting website and there is a video, but I guess it's linked to YouTube as well. Not sure.

1 5:53

Okay, next. What types of videos do you find most effective for your students?

2 6:01

For my students are about science or about phonics.

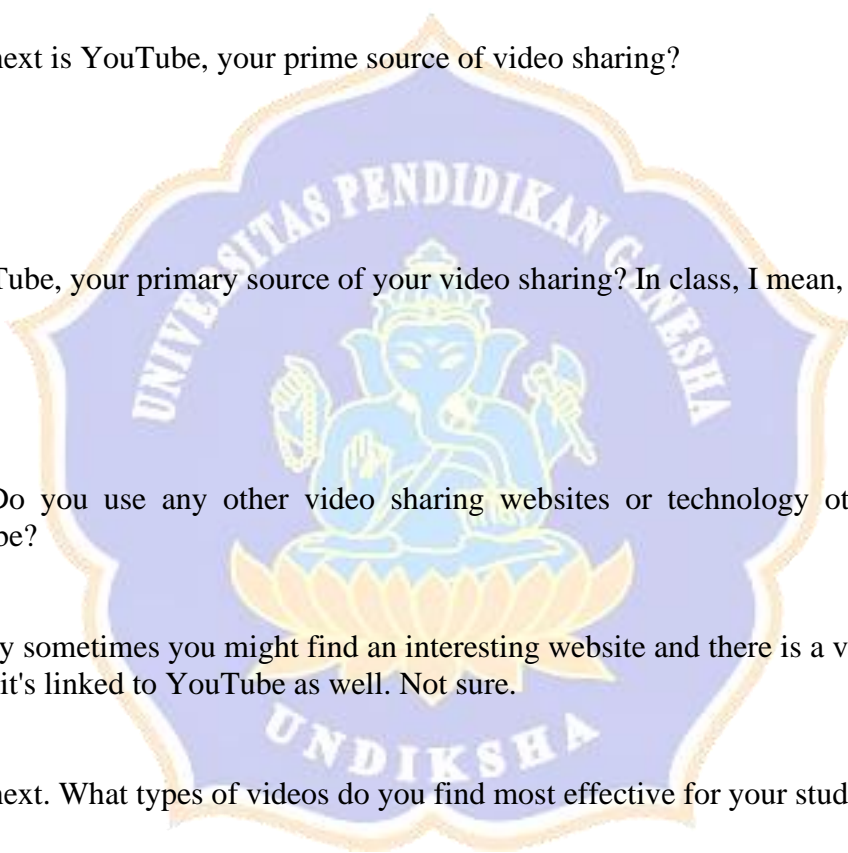
English,

1 6:09

maybe any of them? Yeah, English,

2 6:10

Yeah, like learning a new sound?



Yeah, or like songs about something that they're learning? Yeah, I would find those very effective.

1 6:21

Okay. Next, how does using YouTube affect your lesson planning? For example, like time you spent finding the videos, then preparing the videos before class and having a plan B video. So how, how do they affect your lesson planning?

2 6:38

Sometimes it takes me a while because of course, I don't want to put whatever I need to watch the video myself and see that it's

yeah, just to check that. And sometimes once I start to watch, I see more videos, which are interesting, even for myself.

1 7:00

Yeah, and then you click it?

2 7:01

yes. Or even maybe I have one main video. But if I know that in my class, at least sometimes we start to talk. And I'm very curious. So I also I always put like, maybe one or two extra just in case.

1 7:15

So you plan before?

2 7:17

Yeah. Next a bit. I think.

hm, If you just see it, if you click on it, you don't know what they're going to say. So it's a bit tricky.

1 7:27

Yeah.

2 7:28

I think it's better to always

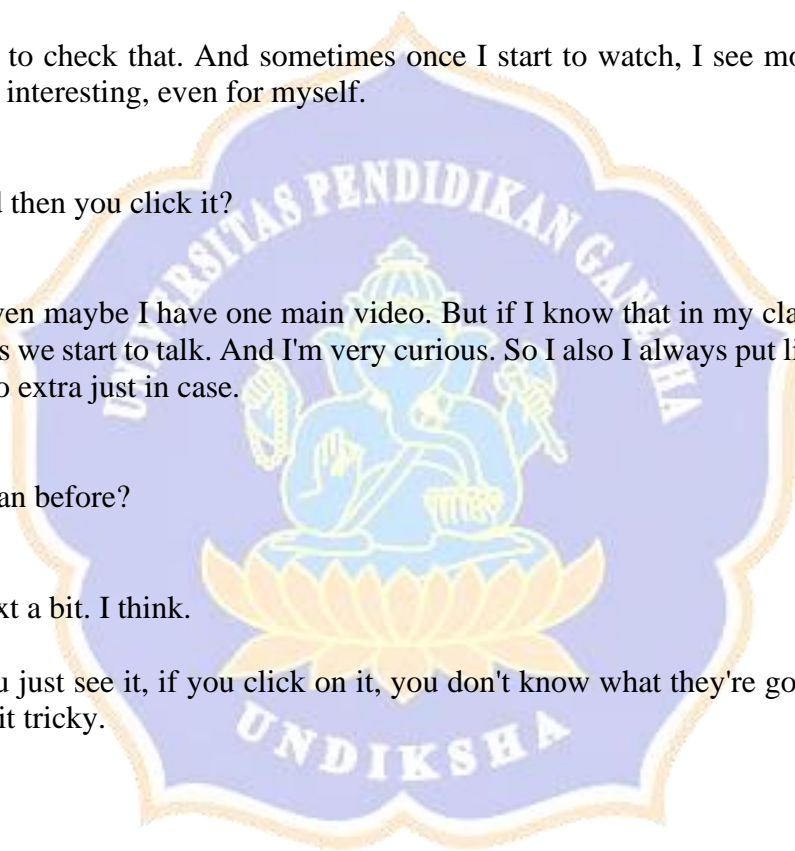
1 7:30

have a plan B?

2 7:31

Yeah,

1 7:32



Okay. Next, do you think YouTube can deliver curriculum content in meaningfully and effectively?

2 7:42

I think there are some channels like I don't remember the name learning. Learning something they have, but they don't have like,

the content what it was, like a

1 7:58

Do you think YouTube can deliver your curriculum content?

2 8:01

Ah, Yeah, I think so. I mean, yeah, like the one channel that I know that you can see that are specifically for children. Yeah, they can. Yeah.

1 8:14

Okay. Next, do you think students can understand the selected YouTube videos that you choose from the YouTube?

2 8:22

Yes, they do. The only thing is that sometimes what we cannot, as a teacher, you can adapt the words that you use, but sometimes it is true that I find a good video, but some of the words they might be too difficult. So then I need to explain them. Yeah.

1 8:40

So what do you think are the difficulties faced by your students when you use YouTube videos in class?

2 8:46

to difficulties for them?

1 8:47

Yes, for the students were for them.

2 8:49

I think what I said before

1 8:51

like the vocabulary

2 8:52

Yeah, if there are some words that they don't know they need to. Yeah, I think she's just that I don't know, right. Now. What else more

1 9:01

So far is this? The vocabulary do you think is the difficulties or maybe others what else?

2 9:09

Noo.

1 9:11

So so far, so good?

2 9:12

Yeah. I Think so.

1 9:12

Okay, so. So next, do you use YouTube as a form of assessment like homework, assignment, or project?

2 9:20

No, no,

1 9:21

Never? Next, how do you incorporate YouTube into your lessons for example like pre activity, main activity or post activity?

2 9:31

I would mostly I do it

as a pre activity, yes. Or during

1 9:37

Oh during? Why not pre?

Why not in the post?

2 9:43

if it's pre because let's say that I'm going to do or during I'm going to do a new sound with them. I tell them it depends. Maybe I showed them a video and I say What sound do you hear the most here and then they start guessing? Or maybe I first introduced

to sound, I let them brainstorm and then I show them a video with many words for how to say, how to speak out that, let's say a digraph. correctly. Yeah, but at the end not Not, not many times, not many times. Okay.

1 10:18

Describe how your method of incorporating YouTube into the classroom prepare ahead of time, search on the spot. Which one?

2 10:28

Okay, can you say again?

1 10:29

Do you prepare ahead of time? Or search on the spot for the videos that you play

2 10:35

Oh ahead of time? Yeah. Okay.

1 10:38

Next, do you use YouTube for educational use only, or also for fun activities?

2 10:45

Oh, also for other activities.

1 10:47

For example, like, what if you have time?

2 10:50

You mean for myself?

1 10:51

No. I mean, in the class

2 10:54

Ya I think only educational maybe if there's ever

the end of the school year or whatever, then I would use it for fun on sometimes also, if we have golden hour, I use it for fun also to do like dance videos where they need to do the steps that the video says I like following Yeah, also for that.

1 11:21

Okay, next. The next research question what the criteria? So could you please describe how do you select videos on YouTube for your lesson?

2 11:31

Well, they shouldn't as you said before, they should

they should incorporate let's say what the curriculum needs. I mean it I will have some objectives during my lesson and they need to cover what I want them to learn

1 11:48

Only the objective of the lessons not like,

you see first the video and then you play it if it is appropriate, and then you choose it or like that?

2 12:02

Well, I will have a look first at what I need to teach and I will search a name related to it and then I will watch it and then if it's good or not, and I leave it yeah.

1 12:13

Okay, next, are there any criteria that you use for choosing videos for your lessons?

2 12:19

Yes, it depends on the amount of time I have they can be shorter or a bit longer. The vocabulary that they use also sometimes picture how the video is sometimes. Let's say we learn about natural disasters, you need to look which one you use because some they can be too scary or and also that they are entertaining for them not boring.

1 12:44

Yeah, and also the sounds or the speakers?

2 12:47

Yeah of course, if the sound doesn't good enough, yeah.

1 12:52

Okay next. Have you heard about the criteria for effective educational videos from Brame's (2016) before?

2 13:02

No no.

1 13:03

Okay, next

number three what challenges okay the first one what challenges do you face when you using YouTube video in the classroom? The challenge the obstacles problems from your side now

2 13:19

from my side

1 13:20

yeah, like the technical problems first.

2 13:23

Yeah. Sometimes if there is a cable not plugged in for the loudspeakers I need to I use some time because I need to try to fix it first I try by my or they need to ask it technician or it can be internet problem I mean here it didn't happen many times with maybe in another schools before it happened.

Or is sometimes some students they get overexcited when it's like a video where they need to follow what they say or like sounds maybe those can be

1 13:58

okay. Next is there any problems with like the ads? Like they're popping ads?

2 14:03

Yes, they're horrible.

1 14:06

Horrible?

2 14:06

No, they can be disturbing because sometimes we don't we need to wait or sometimes they also not really appropriate we need to make sure that there is no sound that they don't see that the beginning or maybe the suddenly pops up and it's very loud. And then everybody like is is a bit shocked.

1 14:24

Okay, yeah. Next, what's your challenge in choosing the videos?

There are so many videos in YouTube, right? Yes, so. you search in your keyword Yes. What's your challenge?

2 14:38

Well, that can be one that there are many and I need to choose one.

Just like before how to choose the best one or sometimes I like sometimes it's challenging because I like a video but I don't like the full video. I just want a part of that video. And then I need to write down which minute I should put it until when

1 15:01

Okay, Yeah. So you mean that you've cropped and edit the video before it shows?

2 15:05

Yes.

1 15:06

Okay.

Next, what challenges do you face related to classroom management? When you playing the video? What happened with your students? Or during the video played?

2 15:18

Yeah, well, what I said before, like, sometimes they can get overexcited, and then I need to, like stop the video. Or if it's like, something really interesting that everybody wants to come in something, they start to talk. And then they don't really they see the imagine for they don't really listen. And I think that it's important that they listen, so I need to stop and talk to them. Maybe there's a topic that they really want to comment, and then we do that, and then we continue.

1 15:44

Okay, yeah. Next, what's your challenges related to students cognitive load?

2 15:52

This is also because sometimes what, of course, all my students, they don't have the same level and what for some can be easy. For others, it's good or still a little bit challenging. Yeah, it is true that sometimes when I put a video I know for which students it can be more difficult to understand. And the good thing or what I've tried after make questions about what we saw, and then I know more or less to who I should ask to make sure if they understood or not.

1 16:29

Okay, next, what's your challenge related to students engagement? Like you said before, the students like, over excited, right? Yes, they do want to involve so

2 16:39

Yeah.

1 16:41

what's your challenge about this student Engagement?

2 16:45

Maybe too involved? Or if not, sometimes they also still even if it's, it's not because it's YouTube, that they always are super motivated. Sometimes they still get distracted, because it's not their favorite topic or whatever reason? That can be a challenge.

1 17:05

Okay, next, what's your challenges related to students active learning?

2 17:11

Active learning regarding to?

1 17:15

When you use YouTube videos in the classroom, do they active or

2 17:19

Oh, yes, yes. Normally, yes.

1 17:21

Is there any challenge when they are so active? Like following the videos?

2 17:26

No, I didn't only when they get over excited, or someone doesn't follow?

1 17:31

Okay. Yeah. So some of them following some of them? Not?

2 17:36

Mostly yes. But maybe someday someone is not really.

1 17:43

Next, what kind of YouTube videos channels that you normally use for your lessons? Do you remember the name? Like for English? What do you use?

2 17:56

I remember.

Phonics with Abi, I think, is the name of one than English learning

about science. And there is an other more Zim I don't remember. But it's also lady and she explains very well about science.

1 18:15

Okay. Next, the last research questions. What would make using YouTube in the classroom easier? Or more accessible? Is it like more training? more resources? Or what?

2 18:29

Oh, for sure. If I could have more training on?

For sure, like apps to use online or like YouTube? It would be better I think,

1 18:40

Okay. Do you think the resources in this school is like efficient?

2 18:44

And if they're efficient?

1 18:47

Yeah. You think school? Yeah. Effective?

2 18:52

Yeah. I mean, for sure. It's always something that could improve but I think mostly, yes.

1 18:59

Mostly, yes. Okay. Next, how would you solve the problems related to students difficulties in using YouTube videos in teaching? Like you said before the problem the first is about the advance terms in the video. So how would you solve it?

2 19:15

Well, explaining the words before afterwards, so asking the students what they understood or what they didn't do, like, like I

like explaining the words can be more difficult.

1 19:33

Okay, so you explain Yeah,

2 19:35

yeah.

1 19:36

Okay. Next, how do you solve the problems related to technical problems like the internet, sometimes not work and then the speaker sometimes didn't work properly. So how would you solve it?

2 19:49

Normally I try myself and if not, I call the staff for

1 19:55

fix?

2 19:56

Yeah.

1 19:56

Okay. So

Have you ever experienced the videos? Stop? While you're playing in the class? It didn't work

2 20:09
in this school?

1 20:10
Yes, yes. In whenever it is.

2 20:14
Only here?

1 20:15
yeah.

2 20:17
Then the video suddenly stopped. I don't remember.

1 20:20
no? never?

2 20:21
maybe it ever, but I don't remember.

1 20:23
Oh okay.

2 20:24
It it often for sure it doesn't happen.

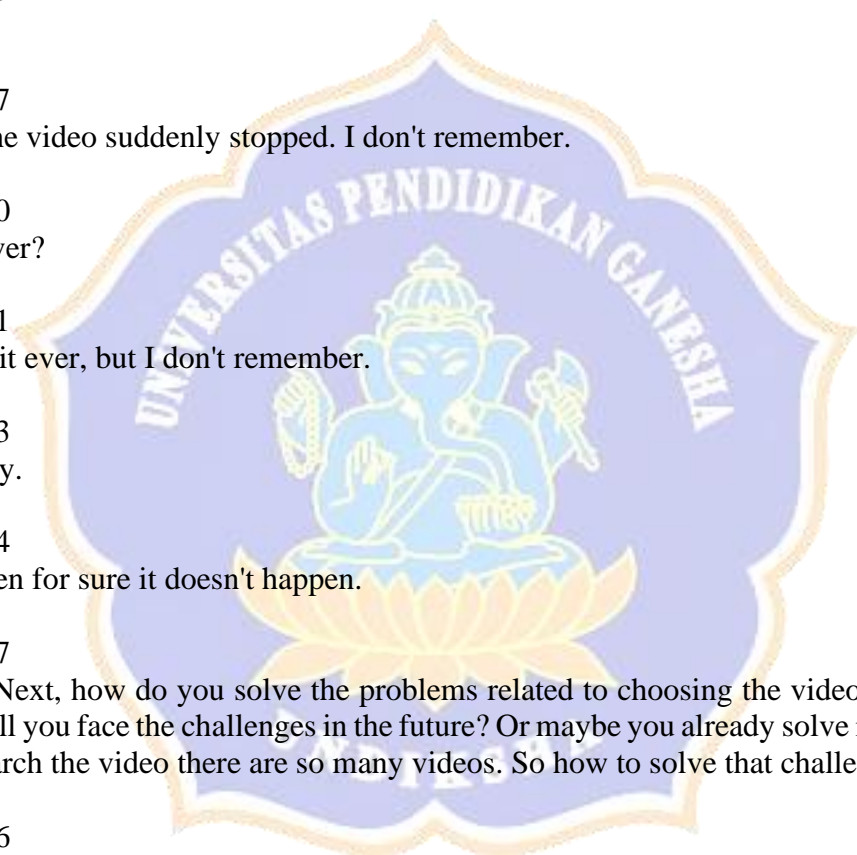
1 20:27
Okay. Next, how do you solve the problems related to choosing the videos? Like, how will you face the challenges in the future? Or maybe you already solve it. When you search the video there are so many videos. So how to solve that challenge?

2 20:46
I think I just based on what is the most important of what I I need of the outcome that I want from my students, let's say. So based on what I really need, I will just be guided by that. I will find my my way.

1 21:03
Okay.

2 21:04
Yeah.

1 21:05



Then how to solve the problems related to classroom management?

If children's showing disruptive behavior, like they're not following, they are getting bored, or they distract their friends. So how would you solve it?

2 21:21

Well, for sure not to not use too much this tool, because even if it's exciting for them, they also get bored. You can see that if you put too many videos saying they still the same as if you put it sometimes for something that they really like, and they're excited to see it. And for sure, I will use my normal class tools. Like, if I have a child with their names with who's talking the most or less, even if the video is on, I will move their names if they're like being very good. Or if they're suddenly talking too much during the video like commenting, then I can place them down. Or maybe I use Dojo points at the end to those who are doing well. Or maybe I would have been too noisy. I just stopped the video for a moment. And I talk with them to recall attention again. Yeah.

1 22:12

then you play it again?

2 22:16

Yeah.

1 22:17

Okay. Do you use any kind of reward? Like giving stars giving? Bonus points? Yeah. When the students can answer the questions in the videos, for example.

2 22:30

For videos, I don't use it too much. Only if I make a game that is related to that, then yes, then they get points or Class Dojo, but I don't use it don't use too much the positive reinforcement because also, I don't really have a big problem when I put them so I use positive reinforcement in my class for other.

My challenges. YouTube is not too big.

1 23:02

So as you said before you use positive reinforcement, right? So do use negative reinforcement for like solving the problems related to students behavior, like they showing disruptive behavior you use it?

2 23:17

I prefer to do positive reinforcement. If I tell students are doing something wrong.

I try sometimes I don't, but I try to always talk with them privately. So they don't need to be exposed in front of the other students. Unless it's something very

common. Like every like it's obvious everyone is seeing what is happening I need to stop the lesson then. I would say your comment to that students sometimes I do.

1 23:44

So do you sometimes taken away the Dojo point?

2 23:48

Yeah,

1 23:48

if the students do like what you said before?

2 23:51

yes, I will. I will make the student be aware first that if this continues, I will take away Dojo points. And if I have to, I will.

1 24:02

Okay. Next, how would you solve the problems when this when the students like interrupt? While, you're playing the videos?

2 24:12

How I solve it?

1 24:13

Yeah, for example like, when you played a video Miss Miss like a student wants to ask questions.

2 24:18

Normally I first just give comments. I say just wait I made them assign and they know

if there is visual interaction between who's been like that, it would mean that maybe I play with the chart. So they know already and I don't need to say anything. Or if not, I stopped the video if it's too much.

1 24:39

Okay.

2 24:40

Maybe sometimes they also they just want to come in because it's too Yeah. So I just stopped we talk and then we continue.

1 24:48

Next, how would you solve the problems related to the ads in the videos? Sometimes there are so many ads just pop up while you're playing the video. So how

Would you solve it. So the students will focus with the learning.

2 25:03

When ideal would be to have the premium YouTube but I'm not doing that.

1 25:08

but if you don't have so how?

2 25:13

I just whenever it comes I just communicate out on mute. Yeah. Okay. I don't know how to do it,

1 25:21

on mute there. Yeah. Okay. Next, how would you solve the problems related to? If the students don't understand with the YouTube videos that they show? If they don't understand what, what's the speaker talking about in the video, so,

2 25:38

oh, like we said, before we normally they ask, they ask questions. Yeah, most of the time, and I know that, especially the ones with lower ability. They don't ask that much.

1 25:48

Why they didn't ask?

2 25:50

because, at least in my class, they're quiet or they don't. Mentally they don't get to the point where I want to go with the video. Sometimes. They're just, it's they're just distracted. Some of the students maybe they can understand but they're just distracted once they see a pencil in a water bottle days. That Okay, yes.

1 26:15

Next, how will this solve the problems related to students active learning, when they get too excited, for example, over excited when, when there is something in a video and they want to ask questions just to excite it. So how would you solve it?

2 26:32

Yeah, like I said before, with the tools of the class, or I just asked him mostly what I just do is to ask them to wait. At least, I see that they're very, they really want to talk then I pause we talk and that we continue by try to don't do it too many times.

Because otherwise, I like them to follow. Otherwise, it's to like, Okay, watch. Watch, though.

And then

1 26:58

so like, you pause the video, and then you interact with your students?

2 27:01

Yes, but

I sometimes because some students they want to ask something but then they start to tell experiences then is when I stop, because, like I say later, we can share Yeah.

1 27:17

You want to be a content creator in the future?

2 27:21

No.

1 27:22

To produce your own videos for teaching?

2 27:25

if I would get a benefit of it or, like, for me, for myself, I'm not really interested. I think that I should have more study like better formation to do that. Okay, yeah.

1 27:40

Next how would you solve the problems when the students like getting bored?

2 27:49

That's a difficult one.

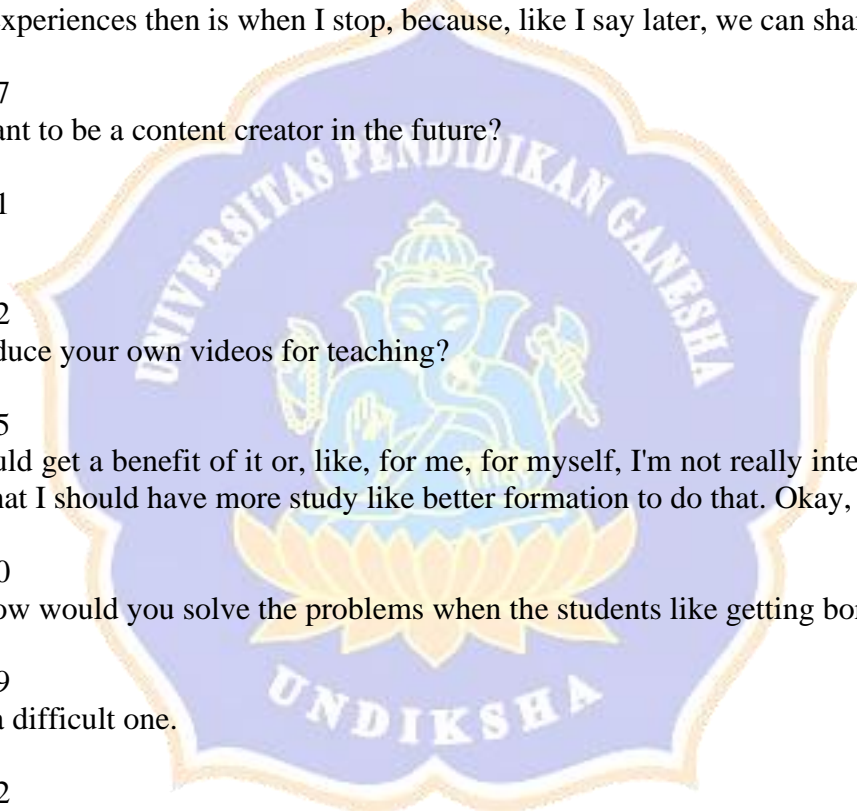
1 27:52

They are not enjoy the video. So how would you solve it?

2 27:57

Well, once I'm there, I just play the video. And I try maybe to call their attention with questions or Yeah, give a call. Maybe I still the video I talk about something. I tried to ask them. So at least they still pay attention. Yeah. So questions, I think so that's what I do the most. Thing is also, when you have so many students, it's hard and everybody likes everything. Always.

1 28:27



Yeah. Next. How would you solve the problems related to students engagement?
Did I ask this before

2 28:36

I think already, next.

1 28:44

Okay, I think that's all about the question is already answered. So thank you so much. Thank you.

Transcribed by <https://otter.ai>

INTERVIEW TRANSCRIPTION FROM T3

1 0:02

Okay, first, tell me about your teaching what grades and subjects they teach?

2 0:09

I teach Grade two English, maths, science, sose and art.

1 0:18

Can you please describe your classroom in terms of student demographics? amount of resources?

2 0:26

Should? Okay, I don't know,

1 0:31

like the, how many students in class and then their, where they come from then the resources do you have in your class?

2 0:41

Yeah. So in general, okay, general about the class. 25 students in the class 10 Girls 15 boys. Most students mainly come from Indonesia. But there are some children who are mixed Indonesian and Western. And one child from Russia. Resources. Yeah, schoolbooks. We have the smartboard, which has access to the internet. What else? Some different websites that we sometimes use, like twinkl is good resources. YouTube is a great resource. Yeah, I guess that

1 1:26

Okay next, can you please describe about your use of technology in the classroom?

2 1:32

So I frequently use a smartboard. For presenting the lessons that I've created myself on Google Slides. I take a picture of the pages in the book. So the children can have

a visual can visually see what page we are on. And know when to turn the page and know what to keep up. I use often use YouTube, if I can find a good intro video to the subject that we're learning. Because I think it's a great visual aid. And it kind of catches their attention at the beginning of the lesson. Yeah, okay. I think that's

1 2:13

okay. Next, do you have a YouTube account like Gmail or Google Plus?

2 2:19

I don't have a YouTube account. I just tend to search things. I don't. Yeah, I don't. Okay, then how to send any content at all? No.

1 2:28

Okay. Next, what features over by YouTube do you use usually, like playlists or subscriptions channels? YouTube education or anything else?

2 2:39

Okay, some often? Yeah, I'm often using educational channels like Scratch garden. I don't, I don't usually subscribe to any channels. I just tend to search what I'm teaching and write in Scratch garden in case that they have a video already, or some other other channels that are good. If I know of them. Periwinkle, as sometimes has got some good stuff as well. Yeah, mainly, mainly scratch garden.

1 3:09

Okay. Okay, next. Do you use YouTube in the classroom on a regular basis?

2 3:15

Yes. If there's a video that can describe something in great detail, I'll use that at the beginning of the class. I feel like it catches their attention, the children's attention and they stop what they're doing. Especially if it's an interesting video. The shorter short and sweet is better. I think,

1 3:33

again, next, why do you choose to use YouTube?

2 3:39

You know, I guess I think it's nice to open it up. Open up the class lesson as you say, like, starter. Yeah, brainstorming like starter before you get into doing the class. It's nice to kind of show them a visual aid. Yeah, like, like you mentioned, like catching their attention in I think it enhances their learning by showing them something visual, something that's moving on the screen. Yeah, I think that's

1 4:08

the best way. Okay, next, is YouTube, your prime source of video sharing?

2 4:13
Yes. 100%.

1 4:15
Do you use any other video sharing website or technology? Other than YouTube?

2 4:20
Not in the classroom? Not that I can think of for video sharing just YouTube usually. Okay.

1 4:28
What types of videos do you find most effective?

2 4:33
Not ones that are only factual because they find that they can. Kids can lose their attention. They can get bored easily. ones that have kind of animation like that, Doctor, what is it Dr. Binocs, or scratch garden and it's got a bit of humor in it. The kids laugh and they listen and they don't get distracted because it keeps grabbing their attention, I think. So definitely. Those are my main two because Is that?

1 5:01
Okay, next? How does using YouTube affect your lesson planning? Like the time spent on finding videos and then preparing the videos before class?

2 5:11
It I feel like it has no effect of anything or benefits my lesson planning because takes me a few seconds to find the video. If I don't see something in the first few scrolls, then I feel like I don't look any further, you know? Yeah. And then I watch it. The video is usually around maximum five minutes long. I don't like it being over five minutes, because it takes up a lot of the a lot of the lesson time. So I think it's actually kind of benefits more because it's a fast action, right? Yeah. Yeah.

1 5:48
Okay, Next, next. Do you think YouTube can deliver curriculum content in meaningfully and effectively?

2 5:55
Some of it? There are some videos I've seen that. I feel like I'm glad I really watched that because they want to show that to the children because they wouldn't don't get it. Or yeah, there's some of them are not effective. Some of them like the audio is not very good. Especially when it's like someone describing something. When it's something animated. Usually it's done really well. Okay.

1 6:19

Next, do you think students can understand that choosing YouTube videos, materials, the chosen videos that you chose from the YouTube? Do you think they can understand the materials?

2 6:32

Yeah, if it's too difficult, I won't play it. If it's got too many difficult words and things like that, I won't play it. Sometimes. I don't know, if we've got time at the end of the class, or go on YouTube and try and find something. And I might come across a video that looks very good by the thumbnail. And then I click in and I realize oh, this is too difficult for the kids to watch. So I don't really like winging it.

1 6:57

Yeah. Okay. Next, what do you think are the difficulties faced by students when using YouTube videos in your class?

2 7:05

If they're too long and they get distracted? If it's not a captivating one, they get distracted. It has to be something that they're really interested in, like the majority majority of the class love scratch garden and because it is funny. And then I've got no issues because they watch it. Okay. Yeah.

1 7:28

Okay, next. Do you use YouTube as a form of assessment like homework assignment or project?

2 7:35

No, no, I don't.

1 7:37

Next, how do you incorporate YouTube into your lesson into your teaching, for example, like pre activity, main activity or post activity?

2 7:45

Pre activity? Usually most of the time? Pre activity? Yeah, 95% of the time, pre activity activity.

1 7:55

Okay. Describe your method of incorporating YouTube into the classroom. Do you prepare ahead of time or search on the spot? Educational Use Only or is for fun.

2 8:08

Again, mainly prepare beforehand, but it does happen like I mentioned. They're like, yeah, if I have got time left to search for something on the spot, then yeah, sometimes fun, some fun videos. But it's, if I'm honest, the majority of the time it's

for academic purposes. And it's usually pre planned unless I finish the lesson quickly.

1 8:34

Okay, next, the next research questions. Could you please describe how do you select videos on YouTube for your lessons?

2 8:43

I search the keywords what I'm looking for if I see a channel that is popular and that I've used before and I like I'll pick that can you also see the thumbnail if it looks good? There there caption there. The name of the video too. Yeah. Yeah, I'll watch them. But if it's very long, and I find the beginning of it gets boring, I'll just save it. Yeah,

1 9:14

Okay next. Are there any criteria that you use for choosing the videos? For example, like the sounds or the narrator's or the topic like that?

2 9:25

Yeah. I guess the narrator Yes, is good. I find like there are a lot of videos that have people like like, for example, this is just one Yeah. Like the Indian narrators. And then there'll be sometimes like, a moral of the story, which I don't agree with or something like that. So I've often listened to the full thing before and make sure that I agree with it. Yeah, sometimes like periwinkle can be like that. I feel like it's not very The moral of what they're trying to say is are you good? Okay. I don't know. Yeah.

1 10:08

Okay. Next questions. Have you heard about the criteria for effective educational videos from Brame's (2016) before?

2 10:18

No.

1 10:21

Okay, next we have the next research questions. What challenges do you face when using you to in the classroom? The first one is what is the technical problems?

2 10:21

Technical nothing on the YouTube slide. Sometimes in the classroom, there might be a problem with the internet or the sound or something like that where I need to get the IT guy to come in. But the majority of the time, there's no issues with YouTube itself more, more of the technology in the classroom. Okay. Yeah.

1 10:52

Next. Challenges in challenge that you face in choosing the videos.

2 10:59
Challenges.

1 11:01
Like, what problems. Yeah, that's your find.

2 11:05
sometimes it can be it can be time consuming. So I don't see something at the beginning that I search, if I don't see the main ones that I use, yeah, then it can be time consuming. That's true. But the majority of the time not I can find something immediately, that sometimes can be too long. So I have to pinpoint where I want to start and end the video. Yeah, I think that's really, okay. Next,

1 11:34
what, what challenges do you face related to classroom management? Yeah, like you playing the videos,

2 11:42
when I'm doing the video. Sometimes children get a bit distracted and start to annoy each other. But that's usually when the video is not a very good video. If they're interested in it, or they're like captivated by the video, then they will, they will watch it. If it's not as interesting as they would wish they will start annoying each other. Or sometimes another one, they'll just put up their hand. And they don't want to ask a question. They just want to say, give additional information, which makes me have to stop the video. And I tell them we'd leave leave it till the end. Okay, you know,

1 12:20
okay, let's, what challenges do you face related to students cognitive load of using YouTube videos in your class?

2 12:29
I don't think there are any challenges. I feel like no. They take in everything. It's not too much. It's not too little. Actually, to be honest, if anything, at the end of the video, they want to talk more about it. Okay.

1 12:47
Next, what challenges do you face related to students active learning when using YouTube videos?

2 12:56
I guess they really want to get involved, like just what I mentioned, they really want to say, and I've learned this one too. And I learned that one too. So yeah. Or they'll

say I already saw this before, and they really want to get involved in it. But I tell them to wait till the video is finished. All right.

1 13:12

It's it's right. Next, the last research questions about the solutions. So what would make using YouTube in the classroom easier? Or more accessible? Like more training or resources or what?

2 13:28

Yeah, maybe if anything, more research, more research, more resources, more videos on the topics that I'm searching, but that I'd have to make them myself if that is the case. But it would be great if the channels that I really loved produced more content. But they're not of course going to do you know, I'd have to make my own.

1 13:50

Okay. Next, how would you solve the problems related to students difficulties in using YouTube videos in your teaching?

2 14:00

My problems are from chatting. So I guess by separating the children you chat, or Yeah, some of them can see the YouTube so they can they can move closer. But yeah, the only trouble is I really have as people starting to talk. And that's not that's not YouTube's fault, maybe because maybe they're not so interested. So you aggressive could say, make the videos more interesting for kids, but not everyone's going to be interested in that video. Right, right. Yeah.

1 14:34

Okay. Next, how do you solve the problem in using YouTube videos related to classroom management?

2 14:47

I don't know. I think that's probably the same answer we'll say.

1 14:51

Next, how do you solve the problems related to technical problems like the internet when they turn out It's not working.

2 15:01

If I can't get someone to fix the internet, I just skip it, like go straight into the lesson because it's used as a warmer anyway. And often times, whatever, YouTube's telling the kids, I'm repeating it again, because it's in their book. So they're getting to see it in five minutes. And then we're learning about it more in their book. So I would just skip it if it's going to be time consuming to get someone to fix the internet, but usually it's not, it's quite fast. Okay.

1 15:28

Next, how would you solve the problems related to students active learning, when they don't understand about the materials that that you u used to play?

2 15:41

Yeah, that that usually will just happen if I'm choosing randomly in the class, and I haven't prepared it. And because I'll try and choose something that's not got really high level of vocabulary. But if I do happen to choose one in the classroom, where we have got time leftover, and we just call, you know, browsing through YouTube and find something, if it's really too hard, I will just say, oh, let's look at let's look at something else. I feel like no one's understanding. But if the majority of them are understanding it, then I just leave a play. Okay, yeah.

1 16:14

Next, how would you solve the problems related to the students engagement, for example, like, too many students wants to involve while you're the video is being played?

2 16:25

I mean, I try and tell them at the beginning of the class, but only put up your hand if you've got a question. And I don't mind pausing the video if they do have a question if it's going to make them understand more, or clarify something. But if it's just additional information, I ask them to wait till the end and listen to the video. What it's a constant reminder with their, their age group, of course.

1 16:46

Okay, next, what kind of YouTube video channels do you usually use for your lesson or subject?

2 16:53

That Dr. Binocs and scratch garden and are the main ones I think, okay, if there's a video with from them on the subject I'm teaching, I will choose that one first.

1 17:05

Why do you choose that YouTube channels?

2 17:07

I think that they're so entertaining for kids is the scratch garden, like a little bit funny, Dr. Binocs. I really liked the fact that he gives and it's the animation as well, for their age group animation is great. It really, it's like they're watching cartoons, you know, so they really, really are interested in it. Yeah. Okay.

1 17:29

Next, how do you solve the problems when the kids getting bored while the video is being played?

2 17:36

Yeah, it's hard, isn't it? I don't know, I just, I just tell them just watch it because usually, the videos are not too long. So it's like, five, maximum, maybe eight minutes long video. So I just make them sit there as long as they're not bothering anyone else. I just try and get them to just sit there and be quiet.

1 17:55

Okay. Next, how do you solve the problems when the kids messing around and being noisy?

2 18:01

You knew that was coming? I try. If there are disturbing other people, then I have to pause the video and say please pay attention. And sometimes it has to be done twice. But yeah, I try and give them like a wave my hand at them if it's possible to get their attention to just, you know, put my finger to my lip to tell them to be quiet. So don't disturb the video for other people. But sometimes, you know, you just have to stop it. Okay, especially if it starts to interfere with other people enjoying it.

1 18:36

Okay, next. Do you usually give like, rewards or like reinforcements? Well, words like rewards like bonus points or giving takeaway words to get students like more involved?

2 18:53

Not not in that in lessons. Yes, in different in different ways. Yes, but not when it comes to watching the video. I feel like one of their favorite parts of the lesson is watching YouTube, because they get excited when they see a link on my slides on my Google Slides. They see the link and then there's a yeay YouTube. So I feel like that is the reward. So yeah, sometimes if they're really misbehaving and I've stopped the video, lots of times I'll say, if you do it again, I'll take away one of your dojo points. But for that, it's not very often that I do I don't often see it. Unless they really continue, continue continue. That's the only reason I would take it in that moment then. Yeah.

1 19:40

Okay, so that's it about the questions. Thank you for your participation.

2 19:45

No worries.

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INTERVIEW TRANSCRIPTION FROM T4

1 0:00

Okay, Let's start now. So can you please tell me about your teaching what grades and subject you teach?

2 0:09

I teach Grade Three, and I teach English, science, social studies and morals.

1 0:17

Can you describe your classroom in terms of student demographics, amount of resources and setting arrangement?

2 0:24

Sure, I've got 25 students, I've gotten them in three separate tables, and I've sat them according to their ability. I've got like a lower ability, middle, and then higher ability. I think it works easiest, because then I can devote my attention to where it needs to be a bit easier and maintain just the pace of the students in the classroom like that. Demographic, I would say most of them are Indonesian, I think it's a fair mix of girls versus boys, a few kids that are mixed cultures. Most of them speak Bahasa, but they all speak English as a second language. So yeah, it's quite quite a mix there.

1 1:04

About the amount of resources you have in your class

2 1:08

resources, I use Google Slides, mainly to teach along with the books, notebooks, a lot of things from twinkl like worksheets we use, I use games from bamboozle games from a website called Flippity.net, which is very helpful to creating custom made games with the class. We have a smartboard, where I can project everything to the class, so I use YouTube occasionally. Yeah.

1 1:39

Okay. Next questions. Can you please describe about your use of technology in the classroom?

2 1:44

Technology. So again, the smart board comes in handy. Kids as they have English as a second language, it definitely helps to have the instructions, me giving them both verbally and then written exactly as I'm saying on the smartboard. That comes in handy a lot. I think they need to sometimes read it and listen to it at the same time. Technology otherwise, I guess there's interactive games that we play as well, sometimes the smartboard some of the twinkl games are interactive, where the students can click on the smartboard. I suppose that would maybe be to the extent my students are still grade three. So they don't really have their cell phones during class to use that. So yeah, it's what I can do with the phones. Occasionally with my

English extra, we'll do phone, but that's only happened twice. It's they don't really, I'm not really trusting them with phones at this age. So I'd rather not.

1 2:41

Yeah. So next question. Do you have a YouTube account?

2 2:45

I think I have a YouTube account just automatically with my Gmail. But yes, Gmail. That's about it. Yeah.

1 2:51

So what features offered by YouTube? Do you use like playlists subscriptions channels,

2 2:57

or I don't really follow YouTubers are using that much my spare time. But for class, I'd say the most thing that I use it in class for is music to play music in the background, especially when they're doing a test or an exam or some sort of independent worksheet, or writing story. I have found like these relaxing music videos to put on that are really helpful. They're super long, so I don't have to have many ads. And the background is like birds chirping or fish swimming and it just really peaceful music and it makes them be really quiet when they're doing their exam. So

1 3:33

so basically like a background music

2 3:36

Yeah, but just quiet and just peaceful and it makes them kind of in the zone studying. So which is good.

Speaker 1 3:42

Okay, next Do you use YouTube in the classroom on a regular basis?

2 3:46

I would say yeah, regular because I do use music quite a lot.

1 3:49

Okay, so why do you choose to use YouTube?

2 3:52

It's pretty much the only video platform that I know of that is free and just easy.

1 3:58

Okay, is YouTube your prime source of video sharing? Yes, yes. So do you use any other video sharing websites or technology other than YouTube?

2 4:09

video sharing websites? I mean, I guess there's videos on Instagram but that's my personal life not in the classroom. Yeah, so but in the classroom just strictly you to pretty much

1 4:20

next what type of videos do you find most effective?

2 4:23

So definitely the music the study music ones are very effective. And then for science, Dr. Binocs is the channel he's very good at explaining things at the level for my kids. So I like Dr. Binocs Science channel as well.

Speaker 1 4:39

Okay, next, how does using YouTube affect your lesson planning for example, like time is spent on finding the videos, preparing videos before the class and having a plan B videos.

Speaker 2 4:50

Music is super easy. Doesn't take me any time to find that because it's kind of got to go to a few videos and channels that I like. With Science. I really always pretty much pick the one channel Dr. Binocs, it doesn't take me that long. He is really good word he already has like an introductory video that are usually about five minutes long each. So when we're starting a new chapter in science, I'll usually explain a new topic. And I'll throw in the five minute video from Dr. Binocs as just like an extra reinforcer to introduce the new topic to the kids. So probably, I don't ever play videos that are longer than five minutes in the class. I don't want them to, you know, be sucked into the video and not really be learning very much. So just as a helpful thing to drag the subject home for them.

1 5:38

Okay, next, do you think YouTube can deliver curriculum content in a meaningful and effective way?

2 5:44

Definitely, yeah. Why? I think that kids are very visual. So it also really helps for them to see something visually. And again, especially that a lot of these kids English isn't their first language. So they might also be afraid to ask me if they don't understand or something. So especially for science, like seeing it visually in front of them, I think is very helpful. Okay.

1 6:05

So do you think students can understand it choose and we use the videos that you chose?

2 6:10

Yeah, I think most of the time. Yeah.

Speaker 1 6:13

And what do you think are the difficulties faced by students when you play the YouTube videos in your class?

2 6:19

Probably, maybe they don't understand English perfectly. So they might struggle with that. Understanding some of the bigger words, I do like to keep subtitles on whenever possible, just to make it as much information as possible to help them understand. But yeah, I'd probably say that kids with their English levels might struggle sometimes with video. Also, if science video that I've chosen maybe veers off into another topic that we haven't studied with bigger words, that also might confuse them, but I try not to pick those videos. Okay. So it's about the language, the language and making sure that the white right video is chosen, that's at their level. Okay,

Speaker 1 7:01

next. Do you use YouTube as a form of assessment like homework assignment? Or a project? No. Okay. And how do you incorporate YouTube into your teaching, for example, like for activity, main activity and post activity,

2 7:15

I would say it'd be pre activity, it's definitely part of the instruction part of my lesson. So yeah, the science videos would be pre pre activity, same was so says, While I would use video to explain something about the ancient Romans or something. And then again, the music would just come while they're doing their own activity.

1 7:35

Okay, you use YouTube videos, just for fun, like if you have spare time in your lesson, so you will play YouTube video,

2 7:42

I would do music and sometimes dancing videos. Occasionally, there's these videos called brain breaks that I also really like. And it gets kids to kind of stand up and move around a little bit more, if I can see they're getting restless. And it's kind of good to just throw them in there every once in a while. Okay?

1 7:59

And is there any specific method or a technique that you use when you play YouTube videos, when you use YouTube in your teaching,

2 8:06

um, I don't really know what I would call the method, I think it's just making sure it goes with the flow of the lessons and making sure it matches the mood of the kids, if I can see that they're falling asleep in an English class, and I want them to kind of get up because I know they're not listening to the lesson any more than it's good to get up and have a quick dance for three minutes so they can work better afterwards. Okay,

Speaker 1 8:29

next, the second research questions, describe how do you select videos on YouTube for your lessons?

2 8:36

I usually have them pre picked before I lessons, and then just put them into my Google Slides and then press play.

1 8:45

Okay. Are there any criteria like specific criteria that you use for choosing videos for your lessons,

2 8:52

just making sure that it fits their level, obviously, making sure as well that it's appropriate for school because sometimes those videos, they look like they're kid-friendly, like you might see cartoons or something, and you might think that it's gonna be appropriate and lots of history videos are like that, but then they'll have bad language. So you have to watch them pretty much before you ever played them in the classroom.

1 9:13

Okay. And then what kind of YouTube videos channel that you usually use for your lessons?

Speaker 2 9:19

So definitely the study music one, I can't remember what that channel is called, though, and then Dr. Binocs. So those would be the two biggest ones.

Speaker 1 9:27

Okay. Next, have you heard about the criteria for effective educational videos from Brame's (2016) before? No, I haven't heard of that. Okay, but next research questions. What challenges do you face when using YouTube in the classroom?

Speaker 2 9:43

Ads, as popping up randomly is really annoying, especially when, you know maybe I usually only play like a five minute long video and there can be two or three ads in that five minutes. So when you're trying to just explain something about Roman history to the kids and ads popping up that can be frustrating. The other thing is sometimes you want to search a topic that you feel like is a relatively mainstream topic to explain to the kids, I don't know, for example, maybe photosynthesis or something like that. And it just seems sometimes to take so long to find the right video. So if I can't find one that's from Dr. Binocs might go to. Sometimes it can take a long time to find something else that's appropriate. There's a lot of like, random things on there that I don't feel like are relevant to what I need, can take a long time to sort through everything.

Speaker 1 10:37

Okay, next, what challenges do you face when the video are being played?

Speaker 2 10:42

Ads and I guess the sound sometimes can be weird, but that's pretty rare, I think ads are the most annoying thing.

Speaker 1 10:53

What what do you think students difficulties when using YouTube videos in teaching? Say that again, what do you think the students difficulties when using YouTube videos for teaching?

2 11:04

Maybe that they can't understand? I would say, maybe that the thing some of them are boring, like, if they're not interested in a topic, I'm sure some of them will be bored sometimes.

1 11:13

Okay, so what challenges do you face for like the technical problems?

2 11:20

I guess I don't really have many technical problems. I think our Wi Fi usually works pretty well here. So I don't really have to worry about that. I'm not sure if ads counts as a technical problem. But

1 11:31

next, what challenges do you face related to choosing the right videos,

2 11:35

just that it's relevant? It can be frustrating sometimes when you have to find a video or you want to find a video because you think it will be helpful. And you have to watch 15 videos and you realize like none of them are what you were looking for. So sometimes it can take a while to find the right one if you can't even Okay,

Speaker 1 11:55

and the next, what challenges do you face related to classroom management.

Speaker 2 12:00

Um, my students are pretty good with watching a video and being quiet. We're reading Charlie and the Chocolate Factory. So I will show them the clip from the movie after we read a chapter. That's the only time that they can get like overly excited and want to like shout out or something about the scene, but I don't really mind it because that's more of just for fun anyway, so okay, but yeah, I'm just getting over excited, I suppose.

1 12:23

Okay, next, what challenges do you face related to students cognitive load.

2 12:29

Brain Breaks. So if I see that they're overworked, and their eyes are starting to glaze over, I can see they're not listening. I think it's really important to get up and move. So I'll have them stand up, do 10 Jumping jacks or watch a YouTube video where they have to jump around a little bit, play some music have a little dance party? I think it's important to shake things up.

1 12:50

What challenges do you face related to students engagement.

2 12:53

Um, I like to have them interact a lot as much as possible. I don't really like to run my classroom where they're sitting down with a piece of paper and a pencil all day every day, I think that they're not going to remember anything that we're learning in class. I think you have to make learning more fun and like special so that they, you know, if you ask them a question, months later, after you learn something, they'll remember something silly we did in class, and then we'll be able to remember it. So.

Speaker 1 13:20

Okay, next, what challenges do you face related to students active learning?

2 13:26

Um, I think that just they learn quite a lot to sort of they can get overloaded. So yeah, again, it's important just to keep things fun.

Speaker 1 13:37

And next, we move to the last research questions. So what would make using YouTube in the classroom easier or more accessible?

2 13:45

It'd be great if maybe there was like a section on YouTube that was just for like students, because right now they have kids and adults, but I don't know. It just doesn't feel like it's really sorted out that well. So maybe if they had something like YouTube for learning or something like that, that I would know that everything is pretty much school appropriate already after that one filter. Yeah, that would be pretty cool. I wouldn't really liked that if that was possible. Because yeah, sorting through the video sometimes can be not fun.

1 14:17

Okay, next, how would you solve the problems related to students difficulties in using YouTube videos?

Speaker 2 14:23

I don't think they have a big difficulty. I think that English as a second language can be the biggest one for these kids, I suppose. But I think just kind of having them be around it as much as possible will just continue to improve their skills. So maybe just making sure the subtitles are correct. I've noticed sometimes on YouTube, the subtitles are not actually what they're saying in the video, which can be confusing for the kids. If they're trying to understand what they're saying. Okay, and occasionally the videos can be quite fast like the talking quite fast. So yeah, that could also be a struggle for the kids can't listen and understand that language or what they're trying to learn if they're speaking so quickly.

1 15:11

Okay, next, how would you solve the problems related to technical problems? Like the internet? Or

2 15:18

don't really have any of those? No, no? Okay,

1 15:21

good. Okay, next, how would you solve if the students while watching the videos are like messed up or being noisy?

2 15:30

Um, I would probably just turn the video off and say that they're not allowed to watch videos anymore if they're not going to be quiet. Or just ask them to be quiet. And normally, they'll settle down after once or twice or something. But I'm lucky I don't really have much of a problem with that just this class, they're pretty good.

1 15:49

Okay, next, do you use any reinforcement like giving a token or giving bonus point when they can understand the videos?

2 15:56

Um, I might ask them questions after the videos just to check that they've understood. I have a system where I have the three tables in my classroom, each table can get stars if they've done something good or have a really good answer. So if I do a checking comprehension question, and they give me a good answer for one of the tables, I'll give their table a star. At the end of the week, the table with the most stars, they'll get a dojo point, so

1 16:21

okay, how would you solve the problems when there are students that are not interested in the videos that you play? Um, I would probably

2 16:29

choose that student to ask questions to after the video to make sure that they're paying attention. Yes, if I ever see a student just kind of like falling asleep, then I'd have to ask them questions, keep them engaged, keep that mind moving. And again, get them up and moving a little bit more after the video or some sort of break in the classroom.

Speaker 1 16:52

Okay, how would you solve the problems related to the students engagement when they're not involved in the discussions,

2 17:00

if I see that students are not engaged, I feel like I'm not doing my job so that I immediately try to make it more fun somehow. It's important to like play a quick game or do something to make sure that they're understanding and also having fun. Okay.

1 17:16

And the last ones, how would you solve the problems related to finding appropriate videos?

2 17:23

I think that having a different filter on YouTube would be really helpful, because you have to sort through so much mess sometimes to find a video. Maybe easier to read disclaimers, like a few videos that I've picked before. Luckily, I didn't pay them and play them in class. But again, it has like cartoon figures that you think it's gonna be inappropriate. And then three minutes and they start saying curse words. So yeah, I think it needs to be filtered a bit better.

1 17:52

Okay, that's it. Yeah. So thank you so much. Especially miss no worries. That's it. Yeah, it's

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INTERVIEW TRANSCRIPTION FROM T5

1 0:03

Okay, tell me about your teaching. What grades and subjects do you teach?

2 0:07

So I at the moment, I teach Grade four and grade five, and I teach English. Sose, morals. That's it.

1 0:23

Okay. Can you please describe your classroom in terms of student demographics, amount of resources?

2 0:29

So I have in one class, I have 26 students, and then the other class, I have 25 students, and they've cheated some mainly from Indonesia. But there's some from Korea, Japan, and Australia. But all of them live and have grown up in Bali in Indonesia. And the other classes very similar to that. And the resources we have are the smartboard. Speakers, the projector, a writing board. That's it really,

1 1:14

okay. Can you describe your use of technology in the classroom?

2 1:19

Um, so I usually use the project the overhead projector to project like, a pre-made PowerPoint or video or music. But generally, it's only the overhead projector that we use, and occasionally, we will do independent research using either the computers or the children's own phones.

1 1:45

Okay. So do you have a YouTube account? No. Okay. So, do you use YouTube in the classroom on a regular basis?

2 1:56

Um, I wouldn't say very regularly, I would say probably once or twice a week, maybe? Like, depends what lakes subject I'm teaching.

1 2:08

Okay. So why do you choose to use YouTube?

2 2:12

I think it's just a really good resource out there for making difficult topics more accessible for children, for example, like in especially in sose. Say you're studying

about volcanic eruption, then the children can watch a volcanic eruption, or, like we've been studying about world explorers. So we were able to watch a video of like a timeline of when the world Explorer was born up until they became as famous as they are so and the children can see it visually, as well as given the information to read from.

1 2:58

Okay, so is YouTube, your primary source of videos sharing?

2 3:03

Yeah, for videos? Yeah.

1 3:04

Okay. So do you use any other videos sharing website? Other than YouTube?

2 3:10

No, just YouTube.

1 3:13

So what types of videos do you find most effective?

2 3:19

The ones where they Yeah, I just say like for ourselves, the ones that show things that you can't really explain that to just saw the abstract things. Yeah. Whereas for English, I will occasionally use it. But it like, especially is that older, like for a grammar structure? That you can't really do use a video? Yes. But for example, if it's a story, then we can look at story settings and things like that.

1 3:52

Okay, so how does using YouTube affect your lesson planning? For example, like time spent finding videos, preparing the videos before class and having a plan B?

2 4:06

Yeah, it will, I usually just do my plan, and then I'll try and find a video for it. But obviously, you have to watch the video before you put it on in the classroom just to check that it's appropriate and it's the right levels. So that can waste quite a lot of time. But usually, if I've watched the first minute or two of the video, and I think that it's fine, I generally don't watch the whole thing. Alright. So, but yeah, there's some sometimes when maybe it doesn't work, the internet's not working. So then you have to think of what you're going to do if the video doesn't play.

1 4:48

Alright, so you think YouTube can deliver curriculum content in a meaningful and effective way? And why?

2 4:56

Yeah, I can. Yeah, I think so. Is that it like enhances that I don't think it could ever replace. The teachers stood there doing the teaching, I think it just enhances it like adds more to the lesson and adds more of a visual for the teacher for the children rather than just listening. And I think their children are of the generation where they watch videos all the time. So to watch a video in class, it's more exciting. It's more fun for them. So I think it definitely adds to it, but I don't think it could take on the curriculum. Okay.

Speaker 1 5:41

So do you think student can understand the chosen videos, YouTube videos material that you have pick from the YouTube?

Speaker 2 5:48

Yeah, I think for a lot of the times, for my grades, I usually put the subtitles on or I will slow the video down because I finding YouTube videos. I don't know if it's because they're native speakers. But the this audio is, it's really fast. And sometimes the children can't catch what they're saying. So I usually subtitle I usually make the put the subtitles, and I usually slow down the speaking of the person that's doing it, so that it's easier to understand.

1 6:28

Okay, so what do you think are the difficulties faced by students, when using YouTube videos in your class,

2 6:36

sometimes it can be like accent. So the person that is on the video speaking, sometimes their accent is really strong, so they can't understand. But if I've watched the video, I tend to listen for the accent. And if I think that accents too strong, then I don't play the video because I know the children won't be able to understand. And yet probably the speed of some of the videos, they try, they find quite difficult. And maybe some of the language sometimes. Alright, because obviously, the videos, some of them are just out there. They're not actually specifically for children. So there'll be explaining something using language that's maybe a bit more advanced than what they would usually use, or what the teacher would use.

1 7:35

So these YouTube as a form of assessment, for example, like making homework assignment or project.

2 7:42

No, I have no. So

Speaker 1 7:45

how do you incorporate YouTube into your lessons? Like pre activity, main activity and post activity?

Speaker 2 7:52

Probably pre activity? Yeah, just either pre or post. So say, yeah, like they've done an activity on world experts, then output a video on about that person, or maybe I'll do it before the like this. This is the expert, and then we'll do a worksheet on him. That kind of thing, but it's never really the main activity.

1 8:19

And then, is there any specific method that you use for using YouTube into your class? What do you mean? Like the method like technique? Um, like, for example, a silent viewing and then after that, summarize?

Speaker 2 8:35

No, I haven't really I do. I like pause the video was, I pause it regularly through our or if I'm doing it for like, say we do. I'll give them like quiz questions, and they have to watch the video and then answer the questions. Usually, I will play it two or three times. Alright, so the first time, they're just watching it. The second time, they're like trying to answer the question. And then the third time after every information after every question, and the answer, I'll pause it so we have time to discuss it. Okay. But that's only if it's a video that we're doing like a quiz form.

Speaker 1 9:26

So these YouTube videos, like fun activity, like when there's no lesson, so use YouTube like watching a movie or something.

2 9:36

Do a mind put in your in school? Um, yeah, if there's like free time at the end of class or whatever, I'll just put on a random YouTube video about something I don't know anything.

Speaker 1 9:51

Okay, so next we move to the next research question. So could you please describe how do you select videos on YouTube for your lesson.

2 10:02

I just type in the tool, type in the search bar and then I just as I say, watch the first couple of minute few minutes of the video and then see if it's appropriate or not.

Speaker 1 10:21

Okay, are there any criteria that you use for choosing these videos for your lesson?

Speaker 2 10:29

No, I'll just pick any like, I usually just select, like, just randomly select, but it's appropriate for the kids. Yeah, as long as it's appropriate. Yeah.

Speaker 1 10:45

Okay, next, what kind of YouTube video channel do you usually use for your lessons.

Speaker 2 10:51

I like a history or I don't have a specific channel that I use. But usually it's like, like maybe like National Geographic or anything like that.

Speaker 1 11:04

Okay, so have you heard about the criteria for effective educational videos from Brame's (2016) before? No. Okay, so No, next level of the third research questions. What challenges do you face when using YouTube videos in the classroom?

2 11:23

My lack of internet

Speaker 1 11:25

like for example are the first the technical problems Yeah,

2 11:28

like technical problems like it buffers is to the internet is not strong enough. Or maybe the projectors not working or the computer things like that.

Speaker 1 11:48

Next, what challenges do you face related to choosing the videos? Like challenge in choosing the appropriate videos, is there any challenge

2 11:59

like is just like more the language and also sometimes the you will find a really good video or or like the information will be really good but the pictures not like appropriate or the pictures not it's a picture and not a video? So I find that some of them on YouTube like the there'll be someone speaking but the pictures will be like a slideshow? Yeah, so it's not actually yeah, like a PowerPoint. Whereas the kids don't really enjoy that. Those videos they prefer to see like a real video footage of something.

1 12:44

Okay, next what challenges do you face related to classroom management

Speaker 2 12:51

when watching the video not so much classroom mount time but because there's so many children like all see being able to see the board so usually I will ask give the

children a choice like you were going to want to watch a video Do you want to come in and sit closer to the board? Or do you want to sit on your your desk or do you want to move closer? And then sometimes maybe the children are a bit louder because they're excited there's a video on so then they can't hear the video properly which then makes them more silly

Speaker 1 13:38

Okay, next what challenges do you face related to students engagement?

2 13:42

Um if they're not already interested in the topic, then sometimes they like don't really enjoy the video

1 13:54

so what kind of topics that students normally not interested in

Speaker 2 14:01

like for example if we're doing sose somewhere doing natural habitat and child's not interested in their natural habitats anyway. They don't really enjoy your focus on the video they become easily distracted

Speaker 1 14:17

so what happened to the rest of the when they're watching video what happens when they are not interested?

2 14:23

I suppose they just don't get anything from watching the video they did. They just don't get any extra information and they don't involve themselves in the discussion.

Speaker 1 14:36

And the next What challenges do you face related to students active learning?

Speaker 2 14:41

Um, I think that all pretty active learning when they watch a YouTube because they most of them, enjoy watching them and it's something different from just watching the teacher do the same. The same thing

1 14:59

well challenge you face still at it the seating arrangement.

2 15:03

And like I said before, like they, because the classrooms quite big in this big, there's a lot of children in the classroom, there's some that are a lot further back from the the board. So usually I give them the option to move and come and sit on the floor.

Speaker 1 15:23

Okay next we move to the last research questions. So what would make using YouTube in the classroom easier or more accessible, like more training or resources, or

2 15:35

I would say yeah, like more like, child friendly resources that you don't have like that you don't have to just you don't have to search for you know, if you're on that channel, they're going to be appropriate for the children, that you don't have to waste time watching the video, you know that it's going to be appropriate. Whereas now like, you can just search, but you have to spend time finding the perfect video, whereas if there was a specific channel or a specific YouTube, just for teachers with appropriate material, then it would be a lot easier.

1 16:24

So how would you solve the problems related to students difficulties in using YouTube videos? Like when they don't understand about the videos, and they're not interested in the video?

2 16:36

I usually pause the video. So if they don't understand something, we'll pause. We'll watch it for the first time and then we'll talk about it and then we'll watch and pause that specific part and talk about have a discussion about that topic, whatever it is.

Speaker 1 16:58

Okay, how would you solve the the problems related to technical problems? There is no internet, how would you solve it

Speaker 2 17:08

in, in future or at in the time of the lesson?

Speaker 1 17:11

Have you solve it? Or maybe you never solve it?

2 17:16

Well, then this school bought new Wi Fi things so that the Wi Fi is stronger. So generally it doesn't, there's not problems with it, but I just wouldn't watch the video problems, I would just probably say to the children, oh, we have watched the video next lesson, or something like that.

1 17:40

Next, how would you solve the problem when the students getting loud messed up or something when the videos are playing?

2 17:49

I would just pause the video and just give them a warning or like if you continue, we won't watch the video.

Speaker 1 17:58

Okay, next, is there any, like bonus points that you give to students when they want to watch the video attentively like that?

2 18:08

Not because I think generally, most children enjoy watching videos and things so most of them will watch happily without needing a reward or anything.

Speaker 1 18:24

The next how would you solve the problems related to students engagement when they are not involved in the discussions?

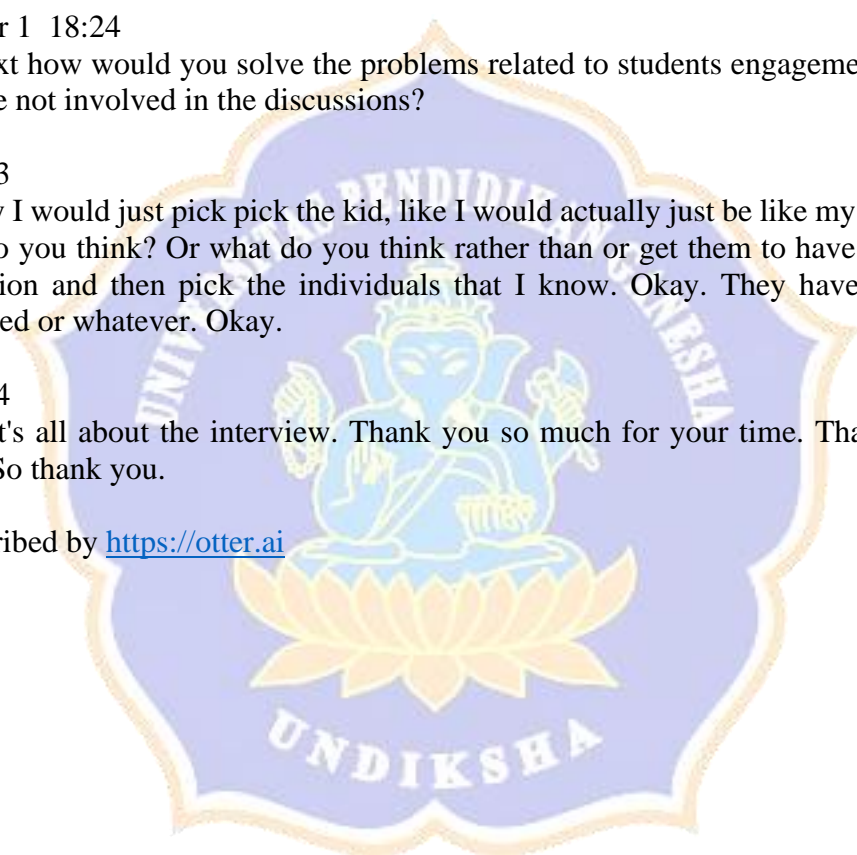
2 18:33

Usually I would just pick pick the kid, like I would actually just be like my brother, what do you think? Or what do you think rather than or get them to have a group discussion and then pick the individuals that I know. Okay. They haven't been interested or whatever. Okay.

1 18:54

So, that's all about the interview. Thank you so much for your time. Thank you. Yeah. So thank you.

Transcribed by <https://otter.ai>



Appendix 9. YouTube Videos Link

Periwinkle – English Learning Videos

<https://youtube.com/playlist?list=PLC1df0pCmadcpTgVufimKrOvIDCQgINPu&si=KWgKXIC-T-4OXmpz>

<https://youtube.com/playlist?list=PLC1df0pCmadcerlz43UrdaKvQphpoeLOL&si=U1p6jWwuUPnmTtWE>

<https://youtube.com/playlist?list=PLC1df0pCmadeICVBxJWKWXOoFoRmSt1uU&si=86B3tiqe8U7YJsXk>

The Dr. Binocs Show – Educational Videos

<https://www.youtube.com/watch?v=MQLadsvfLo&list=PLmJ33rwb1zZbU47-l6BPRu4EUpEDpNd6g&index=1&pp=iAQB>

<https://www.youtube.com/watch?v=Hnfdq2htoKU&list=PLmJ33rwb1zZbU47-l6BPRu4EUpEDpNd6g&index=2&pp=iAQB>

<https://www.youtube.com/watch?v=fephtPt6wk&list=PLmJ33rwb1zZbU47-l6BPRu4EUpEDpNd6g&index=3&pp=iAQB>

<https://www.youtube.com/watch?v=MEb7nnMLcaA&list=PLmJ33rwb1zZbU47-l6BPRu4EUpEDpNd6g&index=4&pp=iAQB>

https://www.youtube.com/watch?v=ODni_Bey154&list=PLmJ33rwb1zZbU47-l6BPRu4EUpEDpNd6g&index=5&pp=iAQB

<https://www.youtube.com/watch?v=OQWmaYjyolE&list=PLmJ33rwb1zZbU47-l6BPRu4EUpEDpNd6g&index=6&pp=iAQB>

<https://www.youtube.com/watch?v=q1xNuU7gaAQ>

Scratch Garden – English Learning Videos

https://www.youtube.com/watch?v=0Wrv_ZviMEc&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=1&pp=iAQB

https://www.youtube.com/watch?v=LdCOswMeXFQ&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=2&pp=iAQB

https://www.youtube.com/watch?v=4TjcT7Gto3U&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=3&pp=iAQB

https://www.youtube.com/watch?v=HG361wJyDY0&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=4&pp=iAQB

https://www.youtube.com/watch?v=xyMrLQ4Zl-4&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=5&pp=iAQB

https://www.youtube.com/watch?v=gubPH3WEurg&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=6&pp=iAQB

https://www.youtube.com/watch?v=vXWK1-L41f0&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=7&pp=iAQB

https://www.youtube.com/watch?v=4PZS5g4pSjY&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=8&pp=iAQB

https://www.youtube.com/watch?v=9S7DY2JgJIU&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=9&pp=iAQB

https://www.youtube.com/watch?v=KoYeCvx1AOs&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=10&pp=iAQB

https://www.youtube.com/watch?v=eqigJZm5aa4&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=11&pp=iAQB

https://www.youtube.com/watch?v=8JmCrl4FHj8&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=12&pp=iAQB

https://www.youtube.com/watch?v=NpWHZJZQDSE&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=13&pp=iAQB

https://www.youtube.com/watch?v=TBA-R3Sx1Pc&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=14&pp=iAQB

https://www.youtube.com/watch?v=Nawc37HyTQ&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=15&pp=iAQB

https://www.youtube.com/watch?v=7dhW9I2xbFg&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=16&pp=iAQB

https://www.youtube.com/watch?v=V-cvZLNEBM&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=17&pp=iAQB

https://www.youtube.com/watch?v=dnp_2r9rYPM&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=18&pp=iAQB

https://www.youtube.com/watch?v=9zzq9wy6wXI&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=19&pp=iAQB

https://www.youtube.com/watch?v=4PW3_LErVzk&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=20&pp=iAQB

https://www.youtube.com/watch?v=BhMk_o1lu9Y&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=21&pp=iAQB

https://www.youtube.com/watch?v=ANci5Qc_UOE&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=22&pp=iAQB

https://www.youtube.com/watch?v=jX5VVIU2hVQ&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=23&pp=iAQB

https://www.youtube.com/watch?v=UGzKzBsRKrs&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=24&pp=iAQB





https://www.youtube.com/watch?v=AVqMU_E7A9U&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=25&pp=iAQB

https://www.youtube.com/watch?v=PPdRdBc9EyY&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=26&pp=iAQB


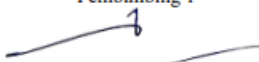
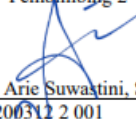

https://www.youtube.com/watch?v=xU9NBzN98F0&list=PL_ym6QHjS1sznCEmTtHOXNi9s9naNWXX5&index=27&pp=iAQB



Appendix 10. Permission Letter of Conducting Observation

	KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA PASCASARJANA
Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon (0362) 32558 Laman www.pasca.undiksha.ac.id	
Singaraja, 5 Agustus 2022	
Nomor :	2466/UN48.14/KM/2022
Hal :	Mohon Ijin Observasi Data
Yth. :
di
<p>Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Proposal Tesis mahasiswa Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami sebagai berikut :</p>	
Nama	: Kadek Lelyana Rastari
NIM	: 2129081065
Semester	: III (Tiga)
Program Studi	: Pendidikan Bahasa Inggris (S2)
Judul Tesis	: EFL PRIMARY STUDENTS' PERCEPTION TOWARDS THE USE OF YOUTUBE VIDEOS IN MOTIVATING STUDENTS TO SPEAK.
<p>untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.</p> <p>Atas perhatian, perkenaan dan kerja sama yang baik kami ucapkan terima kasih.</p>	
Menyetujui,	
Pembimbing II,	Pembimbing I,
	
Dr. Ni Komang Arie Suwastini, S.Pd, M.Hum. NIP. 198004042003122001	Prof. Dr.I Nyoman Adi Jaya Putra, M.A. NIP. 196203191987031001
Mengetahui, Direktur, Pascasarjana,	
	
Prof. Dr. Ika Baglis Putrayasa, M.Pd. NIP. 196002101986021001	

Appendix 11. Permission Letter of Conducting Research

	KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS PENDIDIKAN GANESHA PROGRAM PASCASARJANA
Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon (0362) 32558 Laman www.pasca.undiksha.ac.id	
Nomor : 042/UN48.14/KM/DPS/2023	Singaraja, 04 April 2023
Lamp : -	
Hal : <u>Mohon Ijin Pengambilan Data</u>	
Kepada	
Yth. :	
di-	
Tempat	
Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami sebagai berikut	
Nama	: Kadek Lelyana Rastari
NIM	: 2129081065
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: YouTube Videos Used by English Native-Speaking Teachers in an International Elementary School: An Analysis of Choice, Implementation, and Obstacles
untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.	
Atas perhatian, perkenaan dan kerja sama yang baik kami ucapkan terima kasih	
Menyetujui,	
Pembimbing 1	Pembimbing 2
	
<u>Prof. Dr. I Nyoman Adi Jaya Putra, M.A.</u> NIP. 19620319 198703 1 001	<u>Dra. Ni Komang Arie Suwastini, S.Pd., M.Hum</u> NIP. 19800404 200312 2 001
Mengetahui,	
	
A.n Direktur, Wakil Direktur I <u>Prof. Dr. Ida Bagus Putrayasa, M.Pd.</u> NIP. 196002101986021001	

Appendix 12. Letter of Participation and Consent

Letter of Participation and Consent

Date:

Dear (participant name):

I am currently a postgraduate student enrolled in the Master of English Education, at Universitas Pendidikan Ganesha. With this research, I am to study the YouTube videos used by English native-speaking teachers in an international elementary school: an analysis of choice, implementation, and obstacles.

This research study will involve conducting a 20–30-minute interview that will be tape-recorded in which questions relating to current knowledge and understanding of YouTube video-sharing websites used in the classroom involving choice, implementation, and obstacles will be asked. Interviews will be conducted at a time and place that is most convenient for you.

The contents of this interview will be used solely for this research study in which a final paper and presentation will be completed. Your name will not be used in the final paper or presentation. It is important to note that all information provided will be confidential and if you choose to omit certain aspects of the interview, you will be accommodated.

If you agree to participate, please sign the form below. I greatly appreciate your participation in this research study.

Sincerely,

Kadek Lelyana Rastari

lelyana@undiksha.ac.id

I acknowledge that the content of this research study has been thoroughly explained to me and any questions have been answered. I understand that I can withdraw from this study at any time or request to omit certain aspects of the interview.

I have read the letter provided by Kadek Lelyana Rastari and have agreed to participate in the interview process for the research study described.

Name (Printed): _____

Signature: _____

Appendix 13. Questionnaire Consent Form

Questionnaire Consent Form

I [respondent's name] _____ hereby give my permission to **Kadek Lelyana Rastari** (researcher) to allow me to respond to a questionnaire and quote my responses in a scholarly research paper. I understand that their work is for academic purposes.

I also understand that I waive any claim for copyright to this material should the researchers ever publish it in a scholarly journal or in electronic format online.

I understand that the Research Title is *YouTube Videos Used by English Native Speaking Teachers in an International Elementary School: An Analysis of Choice, Implementation, and Obstacles (Challenges)*.

I also understand that the researcher, hereby named **Kadek Lelyana Rastari**, will maintain my **anonymity** with regard to my responses to Questionnaire items.

I hereby give my permission in the form of my signature below:

Signature _____

Date _____



Appendix 14. Biography



Kadek Lelyana Rastari is the second child of a couple named I Wayan Yudara and Ni Ketut Sudani. She was born on May 16th, 1997 in Denpasar. She is Indonesian and Hindu. She lives in Sentanu Street Number 10, Peguyangan Kaja Village, North Denpasar District, Denpasar, Bali Province. She finished her bachelor's degree in the English Language Education Department S1 program at Universitas Pendidikan Ganesha (2015-2019). Then, in 2021 she continued her master's degree in English Language Education, Postgraduate Study Program at Universitas Pendidikan Ganesha. At the end of the semester in 2023, she completed the thesis entitled “YouTube Videos Used by Native English-Speaking Teachers in an International Elementary School: An Analysis of Implementation, Choice, Challenges, and Mitigation”. Thus, from 2023 until the writing of this thesis, the author is still registered as a student of the English Language Education, Postgraduate Study Program at Universitas Pendidikan Ganesha.