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**THE EFFECTS OF YOUTUBE IN ESP CLASSES**

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**Abstract:** Teaching English as a global language is widely popular now. As such, English for Specific Purposes (ESP) is also needed in every field of study. In ESP teaching, different teaching aids are definitely needed: students' books, teachers' books, power point presentations, internet videos, or even specific magazines, journals, or newspapers that present interesting topics that fit to the specific field. This variety of teaching aids definitely eases learning difficulties, such as anxiety to learn, uninteresting class, boredom, or demotivation to learn. Cahyani (2013), Peterová, N (2017), point out that the use of ICT in classes is a requirement as it makes teaching more attractive and more successful learning. Based on the upper named researchers, this study describes English language learning with media, i.e. the use of YouTube videos about Engineering English in English for Specific Purposes (ESP) classes, as a complementary teaching/learning tool. It reviews research on learning English, specifically Engineering vocabulary and English language fluency. Speaking, that is speaking fluently in ESP, (Engineering English, in our case) is one of language skills that needs more practice, less anxiety, more confidence and more positive approach to English learning. In order to support the students to be able to English language speak fluently, the ESP teacher is compelled to be creative in making the ESP class more interesting. And this could be achieved by creating interesting teaching/learning material that would make the students explore and enhance their English learning abilities. This modern teaching tool is distinguished by the students of engineering as appealing, amusing and spontaneous cognitive capability. Engineering students' responses are examined and the study comes up with the conclusion that the features available in ICT, i.e. YouTube videos, make the teachers and students able to listen, understand, take notes, and later present topics what they have just watched and listened, or they can present new ideas, even come up with new assignments and issues concerning engineering in simple and interesting ways. The application of ICT in ESP classes make the students able to understand, illustrate and use new engineering vocabulary, interact with other engineering students. Finally, pedagogical implications are offered for ESP teachers, by integrating YouTube videos about Engineering in order to improve and enhance specific learning, i. e Engineering vocabulary and its fluency.

**Keywords:** ICT, YouTube, Engineering, ESP, fluency.

**INTRODUCTION**

English for Specific Purposes (ESP), as part of developing world quality learning has been popular course at Higher Education Institutions (HEI). As such they are applying this course as a mandatory course that would fit to this fast developing process. Nowadays, the uniform teaching material in teaching ESP classes can trigger the boredom, that is, unsuccessful learning and waste of time. In addition, teachers are aware that the monotonous materials, as well as the old traditional teaching methods and techniques which still dominate in every class and in every teaching process do contribute to these passive settings when dealing with weaker students, and justify the passive learning and students' demotivation to learn even for those better ones. In order to avoid this, and make the students interested in learning, the varied teaching methods and varied teaching materials are needed. Based on Kramsch (2014) the 21st century i.e. the globalization has also changed the way of learning, i.e. as pointed out by Nunan (1991), the teaching material should be consistent with the students' needs and interests. So, the teachers are also responsible in understanding those students' needs and lacks, and wishes, as well. Thus the teaching material should be in line to the students' needs and interests.

Being aware of the large number of students in classes, no entry tests concerning English knowledge and no division of groups based on the students' English knowledge, make ESP teaching rather difficult. One single group can consist of students of C1, C2, B2, B1, or even A2 levels altogether. These groups automatically create burden for the class, teachers, and the students. Active and passive students, talkative and shy, students who need longer time to understand, or those who understand very fast. In all these teaching cases, more effort to gain the ability of speaking fluently are required.

As said above, teaching ESP at university level, particularly in speaking in English about Engineering, still faces many problems.

Based on personal teaching experience and general observations toward English at Engineering faculties in Kosovo, for some Engineering students, English speaking ability is far from the target. They lack language ability particularly in speaking English. In addition, students who do know English (B2, C1, C2 level students) show high interest in

debates, quizzes, presentations, etc. i.e. they do support and enrich their English learning. Whereas the weaker ones are observers and hesitate to join the debates. As a result, slow progress in English learning occur.

Solution for this problem in speaking can be the application of interesting materials/videos that fulfill each student's curiosity, that would lead to more learning and more self-confidence, and less anxiety. Using ICT, that is short videos about engineering in classes, as well as promoting multimedia technology in classes can be a good option in ESP classes to 'break the ice' in speaking activities. The application of short videos about engineering, as a teaching tool of ICT is expected to be helpful option for practicing fluent speaking. Therefore, this study would like to investigate

- 1). the application of alternative teaching materials, that is, short engineering videos are motivating learning aids in learning speaking skills, and
- 2). to what extent is The YouTube effectiveness in teaching speaking.

## LITERATURE REVIEW

### ICT in learning

ICT usage has become an important tool in education. The ICT gives new ideas and offers vast teaching material available to every teacher and students. When discussing about the teaching materials, it also includes ideas to apply, methods, techniques, approaches exercises, tests, etc. all for the purpose of helping teachers. Since ICT has had important impact in education, its impact is increasingly diverse: whether discussing about meaningful global interaction, easy access to find self-interdependence, or blend with other by using the same topic and the same language, help the students' progress in linear way through various stages. Kramsch (2014) highlighted four important factors that have strong effect in society nowadays, i.e. at students learning: 1. online social media, 2. English language, as a global language, 3. Combination of communication media and English, and 4. Easy Online communication: YouTube. Justified by Kozma (1991), Kabooha & Elyas (2015), Brunner (2013), Peterová, (2017) who point out that the capabilities of a particular media have a great influence in learning, although, when discussing about the media and its influence in learning, the learning effect is usually indirect. As such, the teaching media which is being used in ESP classes can be prepared either by the teacher herself or taken from other sources, such as readymade materials from the bookstores, or the Internet. Brunner (2013) mentions "quality criteria for using YouTube as an educational tool" by adding accessibility, authenticity, free of charge and easy connection with other social media. In addition, this method can be elaborated and modified to create new ideas for ESP learning activities in writing or speaking activities.

There are different engineering English channels for educational purposes on YouTube that facilitate education creating a better learning environment for students with righteous and appropriate engineering content, which include speaking, writing and watching, Brunner (2013). Of course, always controlled and checked about its reliability.

Engineering videos on YouTube can be simply used, presented and shared to the class. Mayer (2005) supports the idea that multimedia support human brain function, that is, students learn better and deeply if given pictures and words Petrova (2017), Brunner (2013). In applying YouTube videos about engineering in class, i.e. Language learning resources on YouTube, Brunner (2013), the teacher is obliged to be clear with instructions, that is, how to use it in learning. As an illustration, the teacher shows the video. Asks the students to listen and take notes about the video. The students are asked to come up with key words about the given topic. Next, they can have pair discussion in order to enrich the idea. Finally, this discussion becomes a group discussion, no one left aside. They discuss (and can add something) about the topic that have just watched.

## METHODOLOGY

The study applied descriptive method and aims to describe the effectiveness of video application in ESP classes. The 189 participants who volunteered to fill in the online questionnaire ranged in age between 18 and 25+.

The students were offered YouTube videos about engineering during seven teaching classes. The videos were watched/listened and stopped after a while, until the students became aware of the topic, understood the new vocabulary used and caught up the presenter's fluency. Then topics and subtopics created floating visual and auditory ideas for multiple starting points. Also the teacher added extra material (such as copies) that could have special impact on the topic, based on the new vocabulary and its same (or different) meaning (synonyms, antonyms). The students could add to the list words that were unclear to symbolize particular ideas. Then those unclear words were discussed with the group and became a new source of a new discussion.

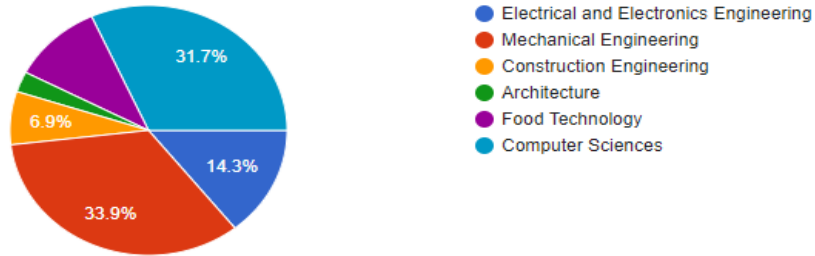
The questionnaire was distributed to the students after the last video presentation. That is, after the last discussion about the topic presented in video. The questionnaire dealt with questions about the effect that video presentations have in ESP classes.

As a summary, students' questionnaires' main points were as follows:

1. Students' interest on videos about engineering
2. Video application in ESP classes
3. Benefits of video applications in ESP class
4. Weakness of video applications in ESP class.

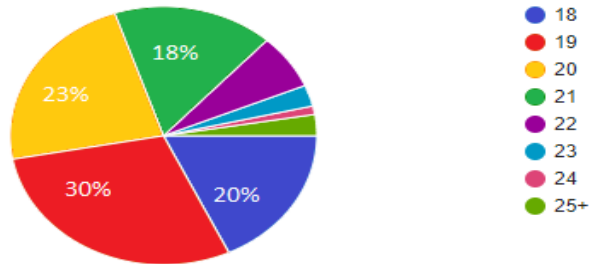
**FINDINGS AND DISCUSSION**

**Faculty**



As the chart shows, more students who participated in the study were the students of Mechanical Engineering, followed by the Computer Sciences students. Whereas Electrical Engineering were also interested to participate in the study. As the other faculties number was not so large, the other faculty students' percentage was not taken into consideration.

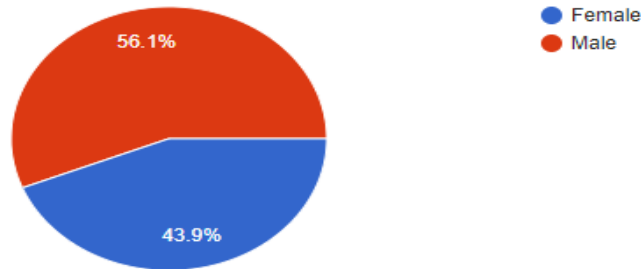
**Age**



As it is already mentioned above, the students' age ranged from eighteen and above; The responds show that most of the students who took part in the study were between 18 and 23. That is, more students (30%) were nineteen years old, 23% were twenty years old, and 18years old were 18% of the students. It should be noted that there were also graduated engineers who had had ESP while studying.

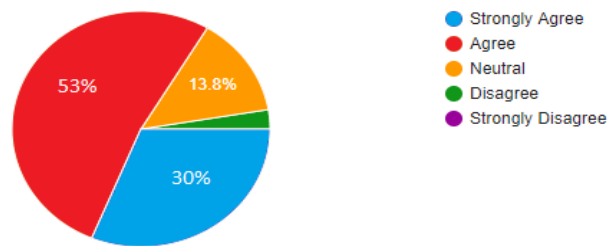
### Gender

189 responses



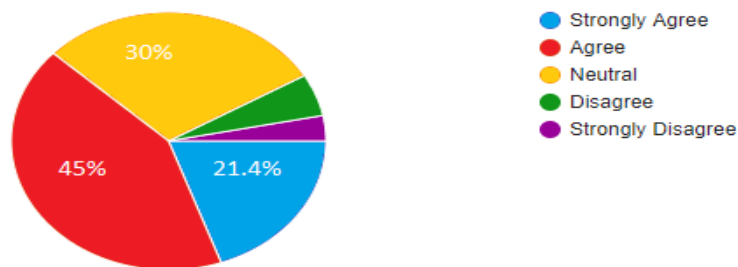
Even though the study deals with Engineering faculties,(supposedly males´ field of study), a considerable number of female students were willing to participate in the study. Accordingly, the percentage of the participants was nearly the same 44% females and 56 % male participants.

### Videos about engineering engage my interest



When discussing about the students´ interest in watching and listening videos on YouTube about engineering, 53% of the students agree and 30% strongly agree. Furthermore, this response shows that YouTube presentation in ESP classes is really motivating. It raises students´ interest in learning and, broadens English vocabulary.

### Videos have helped me improve my speaking skills



The students´ responses also agree about the benefits of YouTube videos about engineering and its positive effect on the students´ speaking skills. 66% of the students agree that YouTube can help the students in ESP classes improve their speaking skills. When it dealt to fluency, the responses were somehow scattered. Based on the responders, the YouTube videos about engineering help English language learning:

- a. it enriches vocabulary (80% of responses),
- b. eases language understanding while having it visually (74%),
- c. the students can easily understand engineering instructions (33%), and
- d. the YouTube increases students' self-confidence (56%).

As the responds show, visual aids increases students' self-confidence, which results in better learning ESP, that is, if the students have more self-confidence their language vocabulary is richer. Some of the tips gained from the YouTube videos in ESP classes can serve well for the students. It can furnish the students with knowledge of almost everything about engineering: old-new engineering, current-future engineering, real-unreal, possible-impossible. The students themselves can also work on their own. They can locate a video program about Engineering and become aware of the exact vocabulary used and challenge the importance of delivery of the new vocabulary.

Based on the study's aims. i.e. Students' interest on videos about engineering, the students responded that they all were eager to watch engineering videos. This also confirms the second aim: Video application in ESP classes should be a necessary tool in teaching. In ESP classes the students do benefit from video applications. In addition, there were only 14% of negative responses about the weakness of video applications in ESP classes. This low percentage about the weaknesses of the YouTube in teaching/learning ESP in engineering only confirms Brunner (2013), Peterová (2017), that videos can be considered as educational tools. Their purpose is to facilitate in education by creating a safer environment for students that would make it even easier to find the right resources needed to learn.

## CONCLUSION

This study introduces the role of the YouTube perception and the role of self in teaching/learning ESP in HE. This type of media use is one teaching/ learning aid to the students' interest that also inventories the following: what they like best about English engineering. They can select the topic that emerge through YouTube inventory, get involved in the topic, evaluate whether the topic is important and get committed to it. It is concluded that this kind of communication strategy for the purpose of learning language fluency, help the HE students shape themselves to reflect various 21<sup>st</sup> century engineering topics.

Watching and listening Engineering presentations on You tube is very easy to present and understand the topics, however, not for beginners. Although, these presentations include easy, accessible two, three, to six minutes' videos that use engineering context and engineering visual elements, they cannot be used for true beginners.

When discussing about the YouTube and its influence in learning English language fluency, as a cognitive skill in ESP classes, YouTube is considered as an important and effective tool. The application of YouTube in ESP classes has a positive impact which should not be neglected and should not be considered as useless tool in education, or as a "waste of time". It enhances the students' ability to communicate in English fluently, i.e. it helps the students' personal and professional advancement. As such, it should be frequently applied in every ESP class. The application of such media learning tools will improve the use of Engineering English, and it will definitely help the future engineers' grow` intellectually, and professionally, that is: globally.

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