

Business English learners' Beliefs towards Some Use of Subtitled Business English Related Videos on YouTube and Its Importance for Their Business English Writing Skills within ESP classes

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Abstract: The increasing need for learning English language had been very crucial as soon as it started to be spoken all over the world in the last five decades, but as soon as its courses did not meet the learners or employers' needs; therefore, the English for Specific Purposes have predominantly been emerged; that is, "The demand for English for Specific Purposes.....continues to increase and expand throughout the world" St- Johns & Dudley-Evans (2001). Learning ESP whose lion share is to English for Business purposes, became the prominent part in ELT that itself has been advanced due to the rise of the expanding use of social networks such as YouTube, tweeter, and Facebook. This paper is a step to describe the beliefs of the Business English learners towards the use of the subtitled business related videos on YouTube for the development of their business English writing skills. To attain this aim, a questionnaire has been designed as a research method to collect data from Business English learners whose sample size was 25. It was also consisted of closed ended questions as well as scaled questions. 20 second year students from the department of Financial Management and Accountancy - University of Saida- answered the questions. The results of the data analysis revealed that the business English learners have positive attitudes towards some use of the subtitled business related videos on YouTube.

Keywords: Business English learners, Subtitled Business English Related Videos, YouTube, Business English Writing Skills, ESP classes.

INTRODUCTION

A series of studies have been investigated by a plenty of precedent researchers about the use of the authentic materials in the classroom. The use of the authentic materials along the receptive and productive skills of English in the EFL class have been undergone to make students more interested and motivated to join classrooms [1-8]. The authentic materials are not tailored for the EFL instructional aims; however, it may be used for the teaching and learning in the EFL classes [6] investigated the use of the authentic materials in the EFL classes and therefore he came up with the effectiveness of the use of the authentic materials to the EFL students. Later on, Rahman [9] undertook the investigation on the authentic materials in the EFL classes of English Department and Humanities BRAC University. Besides, Sabet & Mahsefat [7] conducted a research on the authentic materials in EFL classes. The abovementioned studies came up with those authentic materials enable the students to develop their English skills, writing skill in particular.

The types of authentic materials may be categorized into audio, visual and printed materials. Maroko [10] states that the authentic materials are segmented into certain kind's viz. audio, visual and

printed materials. Gerhard [11] states that the types of authentic materials are authentic listening watching materials, authentic visual materials and authentic printed materials realia (real world objects). There are also other various kinds of authentic materials that may be used in the EFL classes.

The authentic materials in EFL classes are more effective to enable the students to understand more about the topic instructed. Rahman [9] discovered in his study that the authentic materials have the effectiveness to develop the students' ability in writing skill. Gutiérrez, Puello, & Galvis [4] discovered that the authentic materials may enhance the students' writing lexical resource. Masood [12] investigated the research on the usefulness of the authentic materials and he found that the use of the authentic materials give rise to the influence of writing classes. Within Indonesian context, Wiguna [13] conducted a research on the effectiveness of the use of the authentic materials in instruction of writing and her findings affirmed that it could enhance the ability of the students' writing. Consequently, the authentic materials are effective in the EFL and ESP classes and it can be used as a substantial part in teaching English.

Using YouTube videos as the authentic material can incite the students to learn English without difficulty. Berk [14] investigated the use of the multimedia teaching in terms of the use of clips; TV, movies, YouTube, and movie in the college classes. She discovered that the use of clips can achieve 20 special learning outcomes. Barbeau [10] carried out a research in teaching writing using YouTube. It enables the students attract to digital natives, raise the students' awareness, bridge the gaps between a teacher and his students as well as their class will be conductive. Mayora [15] emphasized on the use of YouTube in writing classes and she came up with that the YouTube are more effective to enable the students to write better. Earlier, Lee [16] conducted a study on live and recorded video on satellite TV and the internet in FLT/L. He discovered that the use of live and recorded video on satellite TV can develop the communicative language classes. Flerk, Beckam, Sterns & Hussey [17] carried out an inquiry on YouTube in the English classes and it offers helpful hints and students' perceptions. Oddone [18] did his research about the use of videos from YouTube and websites in his classes. The use of video from YouTube can be seen as the audio-visual materials that can be utilized to instruct other subjects via English for low-level learners. Anggraeni [19] and Pratiwi [20] published their investigation that the video enable the students to explore the main ideas, organize them, and select the appropriate words to write sentences and paragraphs, to make accurate sentences as well as to use mechanics (punctuation and spelling) in writing. Therefore, YouTube is effective in allowing students to better write in English.

To sum up, the purpose of this article is to describe the business English learners and know what they believe about the use of the subtitled business English related videos.

METHODOLOGY

Participants

This research paper was carried out during the Second semester, 2017 and the participants consisted of 25 students of the second year from the department of financial management sciences & accountancy in Dr. Moulay Tahar University, Saida - Algeria. A total of 96 students participated in this research.

Instrument

The research conducted as a quantitative research. The survey questionnaire is made up of two (2) sections: Section 1 and Section 2. Section 1 is consisted of five questions that surveyed the demographic of the participants to collect information of their background. Section 2 which is concerned about the business English students' beliefs towards the use of the subtitled Business English videos on YouTube is consisted of four questions. Question one is about the importance of the use of the subtitled business English related videos on YouTube within business English classes. The second question deals about which technique is more useful than the other, that is, between the use of the subtitled business English related videos on YouTube or the unsubtitled one. The third question is about the time spent using this technique per day. The fourth question revolves around the students' motivation. There were 9 questions in total that respondents had to answer on yes/no question or semantically differentiated scales. The 25 students as respondents and therefore, the students/ participants were required to participate in the survey questionnaire and results were tabulated.

RESULTS AND DISCUSSION

Findings

There were a total of 25 respondents participated in the research. After data was collected, the statistics were used to analyze the data. Frequency distribution and percentage were calculated to describe the results of the research. Besides, the statistics were used to help describe beliefs of the participants towards the use of subtitled business English related videos on YouTube as well as its effectiveness on learning business English writing skills. Table 1 sheds light on the demographics section of the paper-based survey filled in by 25 respondents in conducted study. It contains the distinction of the gender of participants, their age, marital status, employment and the number of years that they spent on studying English language. For this specific group, 25 male and females participated in the study. As results demonstrate, the majority of respondents were females, making up 72 % whereas 28 were males. Participants' age extended from 18 to over 46, with the interval of 18–25 being the average age. The majority of students were unmarried with 76 % and unemployed with 64 %. All participants learned English for at least 7 – 9 years, with 20 % of them having studied English for more than 09 years.

Table-1: Demographics of Participants

Demographics	Participants	Frequency	Percentage%
Gender	Females	18	72
	Males	07	28
Age (Years)	18 – 25	16	64
	26 - 33	06	24
	34 - 45	02	08
	Over 46	01	04
Marital Status	Married	06	24
	Unmarried	19	76
Employment	Employed	09	36
	Unemployed	16	64
Years of Learning English (Years)	1 – 3	00	00
	4 – 6	00	00
	7 – 9	20	80
	Over 9	05	20

Table 2 represents the beliefs of business English students - The department of Financial Management and Accountancy - towards the use of subtitled business English related videos on YouTube. This section of the paper-based survey filled in by 25 respondents in a conducted study. It includes the importance of the use of the subtitled business English related videos to students within their business English classes. That is, the provision of YouTube within their classes or rather says the necessity of the use of subtitled business related videos within classes. This table also represents the technique – the subtitled or unsubtitled business related videos – to develop student’s own business English writing. Besides, it

shows the time spent by students in order to use the subtitled business English related videos on YouTube. Furthermore, their motivation was measured in order to see find out how motivated they are. This table shows that 100% of students (25) believe the necessity of the use of the subtitled business English related videos on YouTube within their classes. Moreover, most of the students with 80% prefer the use of subtitles as during watching business English related videos on YouTube but only 20% do not. Considering the time spent using the subtitled business English related videos per day, 80% of the students use this technique one hour per day. In regard to motivation, all students are motivated to use the subtitled business related videos on YouTube.

Table-2: Beliefs of Business English Learners towards the Use of Subtitled Business English Related Videos on YouTube within Their Business English Classes

	Response	Frequency	Percentage%
1. Importance of the Use of the subtitled business related videos to students within their Business English Classes	Yes	25	100
	No	00	00
2. The most Useful Technique in Using YouTube	Subtitled	20	80
	Unsubtitled	05	20
3. The Time Spent on the Use of Subtitle Business Related Videos on YouTube per day	1 hour	20	80
	2 hours	01	04
	3 hours	03	12
	More than 3 hours	01	04
4. Motivation	Strongly unmotivated	00	00
	Unmotivated	00	00
	Neutral	02	08
	Motivated	05	20
	Strongly motivated	18	72

This table shows that 100% of students confirms that importance of the use of the subtitled business related videos on YouTube within their Business English classes. Yet, the percentage of students with 80 % assert that the technique the most useful to them is of the use of the subtitled business

related videos on YouTube and the majority with 80 % spend an average time of one hour per day using this subtitled business English video on YouTube. The students with 72 % are all motivated when they are using this technique.

DISCUSSION

In this section, the researcher discusses the outcomes of the study about the description of the beliefs of business English learners towards some use of the subtitled business related videos on YouTube for the development of their business English writing skills. Their motivation was also measured to see how interesting they are in the use of subtitled business English related videos. The results of the table 2 show a great importance of the use of the subtitled business related videos on YouTube within their business English classes. Therefore, it is stressed by the daily time spent as well as the degree of their motivation while they are using it. On the basis of the results and prior to what it can be noticed that the importance of the use of YouTube in English learning, we should know how YouTube is defined. YouTube is a video-sharing website that allows users to upload, share, and view videos, as cited in Alwehaibi [21]. A stream of reasons how and why YouTube is an effective multimedia tool, and it would possibly be better than other learning tools. Alwehaibi stated that YouTube should be taken into account as an effective teaching tool to enhance the content learning of EFL college students and results displayed a positive effect in regard to the development of students' learning, as YouTube provided an entertaining and appealing atmosphere. Besides, it also promotes the comprehension and listening skills [18]. With the massive demands in learning and teaching, instructors tried to use various methods to integrate further sources and materials into classroom teaching. Distinctive ranges of online websites were used and the most frequently used website would be YouTube. Khalid [22]. Berk also stated that it does not only provide help in memorizing and understanding; but it also helps in rising creativity [23]. Based on research study conducted by Snyder and Burke, students stated that they consider YouTube is not difficult to use and can develop their learning and get cross educational needs in classroom and they also propose that teachers use it as an instructional material [10]. The awareness of YouTube to be influential and amusing is very frequent among learners who usually use YouTube.

In addition, YouTube videos are an efficacious and alternative means to learn since it provides distinctive scopes and opinions on subjects, exclusive delivery mechanisms, and relevant instances for the learners to comprehend well in their classrooms [24].

Multimedia teaching provides opportunities for students to successfully develop their English learning. It offers diverse learning styles to fit every learner. With the multimedia materials, it is likely useful and valuable to learners in learning English [25]. Yadav stated that multimedia such as YouTube is able to offer numerous learning opportunities. Even though it can make prioritize learning and teaching atmospheres, multimedia by its own does not pledge a good learning

and teaching environment and cannot be used uniquely as an instructional material [12].

Even though the majority of studies showed positive influences, Alimemaj argued that the use of YouTube in classrooms can be a defying because the quality of the poor sound, the pronunciation, and the slang can hinder watching the short videos. Teachers should be aware that they can also find unrelated and "adult-only content" on YouTube and need to be vigilant. Alimemaj additionally indicated that without direction or a skilled instructor who is not familiar with how to use YouTube appropriately, YouTube may not be as efficacious as it is expected to be [10].

To sum up, the significance of the use of the subtitled business English related videos on YouTube is unescapable. There are several reasons to support the results. Firstly, the use of subtitled business English related videos enables the learners to their receptive and productive skills. The aspects learned are of the content, pattern, language use, vocabulary, and mechanics. Secondly, the use of the subtitled business English related videos improves the learners' vocabulary in reading, writing, listening and speaking. Lastly, the use of these techniques develops the learners' interests, motivation and attitudes.

CONCLUSION

This article shows that there is a great importance of the use of the subtitled business English related videos on YouTube within Business English classes to the students for the development of their writing skills by the use of such authentic materials. The importance of this use in the improvement of the students' writing skills and their aspects; it enriches the students' lexical resource, it enhances their grammar range and accuracy. Besides, it improves their pronunciation. It also increases the students' interest and motivation towards learning business English. It implies that the use of subtitled business English related videos as authentic materials have a great significance in the business English learning within their classes.

The limitation of such study is admitted to the future research which might investigate on the effectiveness of the use of the subtitled business English related videos on the students' business English level. The future results might have better results. And it is expected to be used in their business English classes.

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