



TUTORIAL YOUTUBE: ENGLISH LEARNING MEDIA UNDER THE FRAME WORK OF STUDENTS' NEED ANALYSIS IN EFL CLASS

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Abstract

This study reports how tutorial You Tube (TYT) is used to teach English to support learning activity in English class in Indonesia considering that the students still require English knowledge to complete and polish what they learn in the classroom. In the making of TYT, students' need analysis (SNA) is required to find out students' weakness in learning English. It's usually all about what language features they need and what constructed videos need to be uploaded. The purpose of this research is to investigate the process of how English teacher (ET) proceeds (SNA) underpinning the construction of TYT for the sake of enhancing students' English performance. This case study took place in one of private universities in Indonesia. One English teacher participated for the interview and class observation. The interview result was crosschecked with classroom observation under the triangulation process. The goal of Triangulation is to get deep result and finding of the research. Thus, the result shows that ET uses SNA-based TYT. She observes what the students need by scanning their performance during the learning session. If she thinks that her students need enrichment in one of language features, she will construct a TYT and upload it. The conclusion is TYT, as the learning media, is developed based on SNA and it is fruitful to be implemented to fulfil what the students need in learning English.

Keywords: English Teacher (ET), Students' Need Analysis (SNA), Tutorial You Tube (TYT).

INTRODUCTION

In this digital era, education and technology ought to support at one another. They have to be hand in hand in order to accomplish the ultimate learning goal. Tutorial You Tube, as one of sophisticated technologies, is often used in learning, particularly language learning in Indonesia since all English materials in school syllabus can't cope with what the students need based on the

time allotment at school. As we know, English is a unique subject taught in every level of education in Indonesia. The uniqueness comes from different perspectives. First, as a foreign language, English is different from Indonesian language in terms of structure, pronunciation, diction and other linguistics features. This makes the students feel hard to get used to English language. Second, English teachers who

teach English are not native speakers that make the students confused when the students listen ET's accent and the one of native speaker. Third, in terms of culture contained in learning English, the students always get mixed with this. Thus English teacher uses TYT to clarify and verify those misunderstanding to cope with the uniqueness of English as foreign language in Indonesia.

ET must be creative to provide learning material that the students can learn not only at school but also everywhere they are. Those learning materials are purposed for students' enrichment that is impossible to be given during the learning session since due to the time allotment. This learning strategy has been applied by ET in Indonesia soon after YouTube exists. However, its use is always conducted based on SNA because ET has to know what language elements needed to be uploaded. Therefore, the reason question is finding out the process of how ET proceeds students' need analysis (SNA) underpinning the construction of TYT for the sake of enhancing students' English performance.

As Yeh (2018) stated that the paradigm shifts from traditional literacy practices to multiliteracies. Its implication in teaching English is modern technology has to be included to exaggerate learning accomplishment. TYT is also a part of multiliteracies today that can accelerate and support the syllabus for learning English that must adapt with what the learners need. Since the internet gets available in every level of education in Indonesia, it is much easier for ET to transfer the material to their students if the time allotment to discuss such material is not adequate in the classroom. In fact, critical comments on TYT can accommodate viewer's aspiration to make better TYT. Another reason why TYT is offered in learning English is it has such an appeal for the students in the

classroom. It makes sense because YouTube is software that allows us to upload, download, as well as give comment, do subscription, and give other friends a share. In addition, video YouTube can be created due to business practices set by YouTube Company. YouTube is a video-sharing website that allows users to upload, share and view videos (Dean, 2008, 231; Weinberg, 2009, 292 cited in Alwehaibi 2015)). Thus, YouTube, as a part of social media technology, must be taken into consideration to bridge the students' gap in getting to know further English language features. According to Bonk (2009), YouTube is considered an attractive social medium that contributes to global education. YouTube is being increasingly used by instructors to teach the English language (Duffy 2008). It offers fun and fast access to instruction, culture-based videos, and languages from all over the world (Terantino, 2011). In other words, the increasing demands of learning through YouTube can change the learning ecology positively (Kwan et al. 2008). However, the English teacher in the present study explores all her English tutorial to YouTube and it can be accessed by her students.

TYT is one of the fruitful net-devices that can give additional courses to the students apart from what have been given in classroom presentation. Literature on the use of video in the English class suggests that it may help students to visualize word meanings. For example, Albantani & Madkur (2017, p.63) writes, "Visuals can help dramatize meaning". In line with that idea, Shrosbree (2008) states that compared to audio which is only for listening activities, video will enable the students to see the obvious speaker and the setting where they are talking. Thus, the use of TYT will be such an appeal to enhance students' learning performance. To sum up what have been stated by some authors, TYT has the positive energy to accelerate and

exaggerate the learning accomplishment. The positive energy itself is derived from the power point layout, the way EFL learners can access it, and for example they can access it at anytime and anywhere.

Prior to the construction of TYT, need analysis gets involved to accommodate what the students need for the enrichment (Westerfield, 2010; Cowling, 2007). SNA is required to develop what to do next in terms of learning material. Mehrdad (2015) said that SNA could be the initial step to design syllabuses and materials as well as other elements of educational activities. However, this present study only focuses on how SNA is designed to employ teaching material for TYT that are not included in teaching syllabus. Therefore, constructing TYT cannot get rid of SNA as guidance because SNA is the starting point on which curriculum content, teaching materials and methods are constructed. This is the effective path to lead the students to understand English lot. Furthermore, Otilia cited in Ulum (2015) underlines that SNA can contribute ways to elevate the students' motivation and learning outcome. According to Brown (2006) SNA contains the compilation of systematical data and assesses all personal and impartial information needed for the curriculum description and validation goals that support the students' language learning needs under the institution context that influence the learning and teaching process. In the present study, the data collected consist of personal and impartial information. The former are data from the teacher's perception. For example, TYT about grammar ought not to be constructed if the students don't have significant error. The latter are the ones from the fact of students' English performance so that it is a must for English teacher to construct TYT. It means if students' language errors are

massive and they can lead to different meaning, TYT needs to be created.

Constructing and uploading TYT for teachers of English based on what the students need is a profound way to enhance students' English performance. This has been applied for years and it could be for years to come. This sophisticated mechanism leads this study to track its process. Gibbons (2002) stated that there are sets of information focusing on the current language abilities of the children what they are already able to do with language and the areas in which they need help. This information is very crucial since language areas they need help could trigger the analysis as the basis to construct TYT. Then the students are expected to be constructively responsive. It could be responsive to raise comments and questions in such classroom interaction among teacher and students. It means that TYT also can improve the engagements for the students' interaction. This interaction can develop the students' participation in the classroom (Rustandi, 2017).

Related study to the present study comes from Ghasemi, Hashemi & Bardine (2011) in UTube and language learning. The related study presents that UTube has advantageous and disadvantageous sides in language learning. However, the present study highlights the process of constructing TYT to scaffold students' language learning under the framework of SNA. The target language used in present study is English.

METHOD

This study is conducted under case study because it explores SNA-based TYT as a phenomenon or a case carried out in English education program Galuh University. It is in line with what has been stated by Fraenkel & Wallen (2007) that what case study researchers have in common is that they call the object of their research *cases* and they focus their

research on the study of such *cases*. The sampling technique of the study uses purposes sampling where one participant takes part. She is an English lecturer as ET who always applies SNA-based TYT in her teaching activities. Besides, a classroom observation and interview, as data collection technique, are highly implemented to find out ET's strategy on SNA-based TYT. Those are crosschecked by means of triangulation in data analysis technique (Miles & Huberman, 1994). The result of the study is constructively interpreted and elaborated in detail to be compared and discussed with previous study.

RESULTS AND DISCUSSIONS

The interview with ET reveals that she uses TYT because she explains that TYT is promising to build students' autonomous learning in constructing their English skill. Besides, TYT is an excellent tool to render what the students require related to English knowledge. She said that she is very concerned with the students' English achievement that never indicated best grades. She said that she got bored of this condition. For over ten years since she first taught, all students lack of various language features. For instance, the students need to practice more Standard English pronunciation because they always mixed them that lead to the different meaning. However, that material hasn't been written in the syllabus for them. Then she had an idea to create TYT about Standard English pronunciation which is integrated in *tips of how to pronounce English correctly*. Her purpose is to have her students autonomous in learning those topics. Another reason why she chooses TYT because the students can access it beyond learning hours. It can be at home, in public spots, school yards, etc. Moreover, TYT has such an appeal so that the learners can stay tune almost the entire day. It makes sense because all

TYTs' power point's design has eye-catching templates.

Next teacher's explanation, regarding SNA-based, TYT is elaborated systematically. First, during the session, in the preliminary act the English teacher conducts scanning to find out what could be missing from the students' English performance. They could be vocabulary, pronunciation, grammar, diction, or even less ideas how to start speaking. ET is the only one who understands the students' need. Thus, she has come to the conclusion that some clinical steps must be carried out. She began the construction of TYT under the frame work of students need analysis. The goal is to give such enrichment for the students to learn at home or everywhere because the time allotment to cope with more materials that the students need is not adequate in just one single session. Supposed, the teacher is aware of her students lack in English pronunciation, she will make related video and upload it in *tips pengucapan bahasa Inggris yang benar* (tips of correct English pronunciation). Sometimes, the teacher will have her students watch and discuss what have been uploaded in the classroom during the session on condition that it has the connection to the topic being taught. Of course if the time is still available. In contrast, if the time is not enough, the teacher will assign her students to scroll up and down her TYT channel and learn them.

Next teacher's explanation is about the design of TYT coming from the students errors that were constructively classified in such language features as follows:

TYT details about English pronunciation. It was uploaded because the teacher found most students' English pronunciation still gets overwhelmed with Indonesian pronunciation which means the pronunciation treatment is needed. Probably students' lack of practices makes them have poor English

pronunciation. This encounter led the teacher record herself teaching how to construct better English pronunciation. She knows which part of English pronunciation the students ought to know and she will give the explanation that, she believes, can be understood students on her own. She uploads it in TYT and she gives the students assignment to download and learn it at home. It helps ET to do her job in teaching.

Next example of TYT shows how the students need to compose speaking ideas because the classroom encounter reveals that most students get hard to commence speaking English. They're skeptical of picking up such diction, grammar and even the ideas. Thus, TYT entitled *cara mulai bicara Inggris bagi pemula* (how to start speaking English for beginners) can scaffold students' English performance by guiding them to start with the ideas followed by setting related vocabularies followed by grammar because this TYT is just really for the beginners.

Another example of TYT details the use of translation theories (particularly translation from English to Indonesian language and vice versa) completed with some examples. This video is constructed to raise students' awareness considering that translating is not that easy because both languages have distinctive structure. This was reflected in classroom encounters for instance in listening class. When the students hear English audio, they automatically translate what they hear, not grabbing its message. The students, particularly the beginners, usually will do word-for-word translation which is worst. Anticipating this obstacle, TYT dealing with basic translation theories, along with some examples is designed.

Other TYTs are also the same. They are displayed in power points along with

their explanations. Therefore, it's simple and easy to make. In terms of material and preparation, ET will collect all sources from available handouts, internet, and other printed sources. All the sources will go to the sorting process until they're well-prepared for the presentation. However, some obstacles occur on the go. They could be the diversity of students' need, or even some of them are not well-internet equipped so they have to share with those who have good internet access. They download and learn the tutorial videos. Another barrier in this learning strategy seemingly is derived from the effect of 'like' and 'dislike' on You Tube. They come from other viewers beyond her students which can become constructive feedback. However, she will explain in a comprehensive way that the content of the video is absolutely correct and they may crosscheck it. ET brings the presentation in a comprehensive way until the students able to speak up independently. Thus, she could be You Tuber as well. Apart from being paid by Google ad sense as a You Tuber, she spreads positive energy to her students because she has transferred all English language materials including ones that the syllabus cannot cope with. In developing need analysis for TYT, the teacher will observe, scan and skim the class directly during the session. It means the teacher will observe all students with various weaknesses. Once in a while she takes notes in case of she cannot remember every single student's error. Then she composes it in such an observation list like in table 1 as a guidance to develop next TYT. It is in line with the statement that having a considerable influence with his instrument of profiling students' needs by creating lists and ticking boxes Munby (1978) cited in Cowling (2007). ET also utilizes such a list as follows:

The example of SNA based on some encounters of students' errors during the listening session

Students' errors in listening	SNA	TYT
<p>Students meet the failure to comprehend the phrases like 'I couldn't agree more'; they perceive that it has negative meaning, as 'I don't agree'.</p>	<p>Vocabulary</p>	<p><i>Belajar kosakata bahasa Inggris</i> (learning English vocabulary) https://www.youtube.com/watch?v=y94BUVqwWV4</p>
<p>Students fail to figure out the phrase 'back yard' with British accent. They perceive it as 'bakiak', a traditional wooden slipper from Sudanese ethnic.</p>	<p>Pronunciation</p>	<ol style="list-style-type: none"> 1. <i>Tips pengucapan bahasa Inggris</i> https://www.youtube.com/watch?v=zBCTsBA3rFA (tips of correct English pronunciation) 2. <i>Salah satu kunci menyimak bahasa Inggris lisan dari native speaker</i> (one of the ways to listen to spoken English from native speaker) https://www.youtube.com/watch?v=Fx3b93ymm 3. <i>Cara pengucapan bahasa Inggris (lanjutan)</i>. https://www.youtube.com/watch?v=-pJId7vp3FY the way to pronounce correct English (second part)
<p>Students cannot understand the sentence 'trouble is just around the corner'. They translate it literally, which brings different meaning.</p>	<p>Translation</p>	<p><i>Cara mudah menerjemahkan</i> (how to translate easily) https://www.youtube.com/watch?v=PfNk-OBjGqY</p>

That table shows us how students' errors, in listening course, comprise various language features all at once. In this case, if a teacher comes across one error, it'll be classified to particular SNA, such as error in Translation, which is classified to particular such a course like vocabulary on the right column. Then the next column will be its TYT. SNA was completed in a list but conducted beyond students' awareness. The strategy to track students' errors consists of recording or just memorizing. The teacher avoids taking note frequently every single error because it could drive

students' anxiety, for example, they fear their errors will affect their final grade. The following elaboration based on the table explores the background of creating each TYT under the framework of students' need analysis.

1. <https://www.youtube.com/watch?v=y94BUVqwWV4>(learningEnglish vocabulary). The contribution of this TYT is to enhance students' vocabulary because NNET found some of the students could not differ the use of leg and foot, arm and hand, principle and principal, house and home and many others, so that

- the chaos such as “the principal of the school is making speech” can be avoided.
2. <https://www.youtube.com/watch?v=PfNk-OBjGqY> (how to do easy translation). The contribution of this TYT is to enhance students’ translation skill particularly English-Indonesian translation and vice versa. Some of Indonesia sentences use passive forms. The sentence “I cut my finger” means “*jari saya terpotong* “. It is the passive form that actually means my finger is cut on purpose. However it still means, “I cut my finger”. This chaos can be avoided because ET makes very comprehensive way of explaining.
 3. https://www.youtube.com/watch?v=1E4O_DHF1Hc (how to start speaking English for beginners 1)
<https://www.youtube.com/watch?v=qQSIw0QfJkE> (how to start speaking English for beginners 2)
<https://www.youtube.com/watch?v=zdx-lyiiYcg> (how to start speaking English for beginners 3)
 Those are sequel TYT made for Indonesian students who still get confused how to start speaking English. The teacher’s explanation was purposed to guide EFL students to set the speaking design including matching the ideas and sentence forms, parts of speech and other basic linguistics features. In this point, the teacher always stresses that errors are human. It means any grammatical errors are tolerable for the beginners. If they’re concerned too much about the errors, they will be discouraged to start talking. Thus, eye-catching pictures are displayed in the preliminary slide to make learning English fun. This is very important because so far many Indonesian people consider that English is assumed the difficult lesson at school
 4. <https://www.youtube.com/watch?v=zBCTsBA3rFA> (tips of correct English pronunciation)
 The contribution of this TYT is to enhance students’ English pronunciation because ET found some of the students could not differ the use of sound ‘f’, ‘v’, and ‘p’. It makes sense because most of Indonesian people always generalize those three sounds as ‘p’. another example is this TYT explain how to pronounce the sound ‘gh’ in words like ‘enough’, ‘laugh’, etc. this enlightening TYT is definitely crucial considering that EFL students will get aware of English sounds.
 5. <https://www.youtube.com/watch?v=9wbD5C0CEz8> (present tense and its function)
 The contribution of this TYT is to enhance students’ English pronunciation because NNET found some of the students do not understand English tenses including present tense. Tenses are not available in Indonesian language. That’s why this TYT loads the students’ knowledge about English.
 During the learning process, if only few students or even one has misunderstanding in English pronunciation, TYT will keep constructed considering that the teacher condemns even one out of the whole students with little misunderstanding will bother her a lot. It counts so much. Hence, she’ll struggle hard to do as well as possible to jump over this barrier. Referring to the interview with the teacher, she underlines five steps in processing TYT, as follows;
 1. First, after picking up one of the students’ shortages from SNA, the teacher will list some sources. They could be from school handouts and internet. One thing for sure, those sources must be

- currently published up. This is very important because the dynamics of any language that tends to improve every single period. Thus, the latest reference could be much more proper. Besides, all the involved references will be displayed also in TYT.
2. Second, the teacher will start laying out power point and setting the material in a particular order in TYT. It takes time because the teacher must sort which one must be taken and which one must not. She thinks that this is power point. Therefore, the content mustn't be in long narrative. It means unnecessary examples will be expelled. In another word teaching English in TYT must be brief, interesting and easy to understand.
 3. Third, recording the tutorial video English by using Bandicam, software that can only record the computer display not just the teacher. However, teacher's explanation is still recorded. This software is net-accessible and it really supports my teaching process. However, there is software over the internet that specifically record computer display. Therefore, we don't have to call for any assistance to make tutorial videos.
 4. Fourth, uploading the video of teaching English to YouTube is not difficult which means everybody who has net access can upload any tutorial video to YouTube. The uploading process takes only few minutes or even more depending on net power. The teacher mentioned that all of her students have internet access which means they can get through TYT their teacher provide.
 5. Fifth, evaluating our tutorial videos by looking over some comments, likes, subscribe and shares. For the teacher, positive comments, like, subscribe and share mean viewers understand TYT. Critical comments means good inputs for the teacher to develop better TYT or the revision will be applied to the current TYT.
- The nature of video YouTube always engage viewers' to 'like', 'comment' and 'subscribe'. This TYT has been closed to 6000 subscribers so far and more than 200.000 viewers since April 2017 with 80 % positive comments. Even though TYT is specifically for EFL students of NNET's own, it is not a big matter if other viewers watch it because apart from tutoring her EFL students, she also gets paid from Google ad sense. That's the financial benefit of making TYT by means of social media. This is one of advantages explained by Ghasemi, Hashemi & Bardine (2011) in UTube and language learning. The related study presents how using UTube in learning a second or foreign language determine advantageous and disadvantageous. In running this strategy, the teacher explained that she never gets rid of the problem. It means that she has to be precise and careful to determine, select, sort, create and upload such material. Another solution is proofreading. Before recording and uploading the material to You Tube, many times the teacher will proofread and edit it in case of any errors found. She always does it because if she misses an error and found by a reader who knows better, it'll be embarrassing. The finding of the study shows that the teacher of English constructs TYT on the basis of SNA. SNA itself is obtained through the classroom observation during teaching learning session and reviewing the test result. TYT covers all language

features such as grammar, pronunciation, vocabulary, and translation. TYT is developed to enrich students' English knowledge since time allotted in the classroom wasn't adequate to cope with all the materials. The finding of the current study explores further than the one observed by Almurashi (2016) finding that the YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English. However, the present study highlights TYT on the basis of SNA.

CONCLUSION

SNA is a guidance to be followed up in developing TYT for teacher of English in Indonesia. She chooses TYT because it is easy to proceed and her students seem to be fond of learning English via TYT. Before constructing TYT, English teacher find some classroom encounters during teaching English. Those can be poor pronunciation, poor diction, poor grammar, or even poor English vocabulary. SNA has been designed based on classroom encounters and administered in such a list. It comes from what the teacher encounters during the learning process in the classroom or even from the test result. This is the starting points to create TYT to scaffold EFL students to attain better English knowledge. The most significant thing it can scaffold better students' basic language skills.

Since English is still a foreign language in Indonesia and time allotment to learn English at school is not adequate, the presence of TYT becomes the profound breakthrough as the result of teacher-all-out effort in teaching English to EFL students. In constructing SNA, ET classifies some encounters during the

teaching process. Then SNA is followed up sophisticatedly until it becomes TYT. The purpose TYT is to give the enrichment to the students in engaging the better English skill. This present study also suggests that English teachers ought to keep up with the technology and applied it in teaching syllabus. Technology is a tool in teaching English but we must not far left behind.

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