

“Youtubing” to Language Perfection in A Culinary Environment

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Abstract—The recent years have seen the booming of online video viewing and this trend is due to the birth of YouTube which has massively contributed to the online video activity amongst the netizens. Seen as one of a powerful media to engage students' attention and participation in language learning, this research explores how in the context of a culinary setting the YouTube videos can actually help promote students' communicative competence. The integration of online videos in the teaching of culinary skills also hopes to propagate the use of the target language based on the urgency of increasing the exposure and use of English language both inside and outside of the classrooms. This research delves into the language aspects whereby; the verbal and non-verbal communication aspects presented in the videos are observed and as such, the use of YouTube videos in the culinary classes are hoped to meet the educational outcomes of improving the teaching and learning techniques. A set of questionnaire administered to a selected group of culinary students have shown that an otherwise mundane class of culinary skill learning has resulted in a more exciting way of learning hands-on as the respondents are activated into paying closer attention to the videos' content and organization as well as the non-verbal communication skills in presenting videos aligned to the art of culinary exposed to them. It is indicated in the responses made by them whereby the selected media has been seen as something influential in retaining their understanding and interest of the concepts taught in their culinary classes. Hence, a powerful technology as YouTube should not be frowned upon as it places an undeniable impact which imposes on teacher-learner language learning environment.

Index Terms—Communication Skills, Culinary Skills, Non-Verbal Communication, YouTube.

I. INTRODUCTION

YouTube, often negated in many ways, has grown to be a powerful force to be reckoned with due to its educational role and advantageous position of becoming a powerful tool of teaching aids. Although the community at large have mixed feeling towards the use of YouTube and its impact on its

community members, our concern is more for the positive role that YouTube has placed on the teenagers and youths in taking up learning English language as an example. There are undeniably many other forms of media affecting their learning but for the record, YouTube has evolved and has therefore been seen as a social media that enables students' interest be retained or evoked in grasping the same concepts or values inculcated or disseminated by their teachers in the classrooms but via a different form of media which is more appealing to the generation Y.

In fact, as reported by [1] Nelson and Ellison-Bower, YouTube as a video-sharing service proved to be beneficial especially where e-learning is concerned as the digital content used never ceased to fascinate its users who are provided and equipped with “an interactive browser interface for users to upload videos, leave comments on other people's videos, create playlists or even perform basic video editing tasks”.

Where language learning is concerned, as [2] Nowrozi rationalized and put forward the ideas of Huang and Liu (2000) who mentioned that the communicative language teaching approach seeks to the creation of a more student centered classroom, facilitated by their teachers so as to engage their students in authentic-like and meaningful communications that require meaning negotiations, with the goal to increase comprehensible language input for learners and expecting them to generate more output. In other words, YouTube as exemplified as a tool for computer-mediated communication (CMC) which expounds on the very ideals of promoting both the linguistic and pragmatic knowledge in the students can thus help raise the students' communicative competence.

As such the ESL (English as a Second Language) learners need to be exposed to real life situations or authentic environments which will provide them the opportunity to use the target language in a semi- authentic manner. With the avalanche of technology and multi-media that have snowballed, these ESL learners are prompted to take up any of them and benefit from the various modes of learning tool in enhancing their communicative and linguistic competence. The availability of social media tools as a learning resource for these learners is so vast and with that, there are certain preferences made by the learners. The most popular tools ranging from Facebook, YouTube, Wiki, twittering and blogging are just as that the ESL (English as a Second language) learners need to be exposed to real life situations or authentic environments which will provide them the opportunity to use the target language in a semi-authentic manner. With the avalanche of technology and multi-media that have snowballed, these ESL learners are prompted to take up any of them and learners are prompted to take up any

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of them and benefit from the various modes of learning tool in enhancing their communicative and linguistic competence. The availability of social media tools as a learning resource for these learners is so vast and with that, there are certain preferences made by the learners. The most popular tools ranging from Facebook, YouTube, Wiki, twittering and blogging are just some, amongst the more common and popular ones. Although it is undeniable that while most of these learners glue themselves to these tools for recreational purposes, these tools on the other hand can also serve as a beneficial tool to “leverage student technology skills for learning purposes” [3]. Liu cited an UH research study which identifies the students’ use of YouTube increasing and the media’s immense popularity. Its ease of use and accessibility, unlimited creative use of technology are just some of the many features that can assist educators in content delivery.

The use of Web 2.0, specifically YouTube has been used in the language classroom. Alimemaj (2010) [4] in her study of YouTube, language learning and teaching techniques stated by integrating YouTube in the language classroom has successfully made the students enjoy their own language learning process as well as enjoy learning the language. In a study done by Stepp-Greany (2002) [5] on the students perceptions on language learning in a technological environment stated that 65.9% and 63.4% of students agreed that listening and reading skills had improved in Spanish.

Since the learners of today’s interest lie in the digital age, it is imperative that the instructors also have to make the shift to minimize any knowledge gap between the instructors and the students.

II. OBJECTIVE

The purpose of this paper is thus to suggest that the integration of YouTube as a learning resource into the ESL learning environment can enhance both the exposure and use of the target language required by the ESL learners to raise both their linguistic and pragmatic competence.

It aims to look at the effectiveness of such a tool in enhancing students’ language capacity in their culinary classes.

III. THE STUDY

In order to gage the effectiveness and trend of using YouTube in classes particularly where the language content lies, a random sampling was used to collect data through an online survey posted on a social networking website. A total of 87 students from Semester four of the faculty of Hotel Management and Tourism were used as respondents.

A. Instrument

The online survey questionnaire consists of 36 items, segregated into 3 main sections. Section one consists of demographic data about the participants whereas Section two has 13 items which centers on Content and organization and Non-verbal Communication.

These questions will provide the researchers with ample input on the impact or effectiveness of using YouTube in culinary classes. More importantly however, is that this data is hoped to help raise the level of linguistic and

communication competence of the ESL learners with the use of YouTube as a social media tool. The awareness of its advantages in enhancing content delivery is also something that is worth highlighted.

Another section which deals with Delivery and Confidence poses five items whereby the focus is on the language accuracy and competence of the YouTube Video presentation exemplifying the selected cooking skills in a culinary class.

IV. DATA ANALYSIS

Where content and organization matters, the respondents recorded a high percentage in strongly agreeing that various recordings that they have made using YouTube has helped them to come up with a better introduction and preview of their presentation. 94.2% strongly agreed and agreed that the use of video recordings has made them pay closer attention to the opening remarks, words of welcome and previewing the topic of their presentation. Apart from this, almost 67 % responded that they are also able to clearly state their central idea and almost 92 % responded that they are also more aware that their main and sub-points are well-developed and supported with examples with the use of YouTube videos that they have to come up with in their culinary presentations. Similarly, is the review and conclusion part in which through the various recordings conducted, has prompted these respondents to better their art of delivery. This is indicated by almost 84% respondents who strongly agreed and agreed to this point of view as illustrated in Table I.

TABLE I: CONTENT AND ORGANIZATION

	Strongly Disagree	Disagree	Agree	Strongly Agree
1 Introduction and preview-opening remarks, words,of welcome, topic and title given	2.3% (2)	3.4% (3)	72.4% (63)	21.8% (19)
2. Central idea which is clearly stated.	2.3% (2)	6.9% (6)	66.7% (58)	24.1% (21)
3. Main/ subpoints that is clearly stated, well -developed, well -supported, examples given.	0.0% (0)	8.1% (7)	69.8% (60)	22.1% (19)
4. Review and conclusion- summary of main findings /points	2.3% (2)	9.3% (8)	67.4% (58)	20.9% (18)

V. NON VERBAL COMMUNICATION

As for the non-verbal communication section; maintaining a good eye-contact, portraying natural gestures and projecting a non-monotonous voice are some of the samples of non-verbal communication cues that an effective presentation would be made of. while almost 15% respondents were of the view that they were not able to maintain eye-contact with the use of YouTube , another 32% indicated that they strongly disagreed and disagreed that they tend to avoid eye contact with the camera due to the absence of live audience during their video presentations. The ability to inject some humor and smile into the video cam during their presentations also recorded a positive response as high as 91.4%, which goes to show that the exposure to the use of these YouTube videos has been encouraging amongst them.

Using YouTube in their presentations also has resulted in an enthusiastic response from the respondents whereby their anxiety was not visible and they were able to exhibit some natural gestures which contribute towards an effective presentation. This can be seen from almost 66% of respondents who recorded a strong agreement on the impact of using YouTube videos in their presentations.

The way a student presents confidently and having the ability to use appropriate graphics and photos in his delivery also would enhance a presentation. In fact, it is also of importance that the audience he has provides a feedback to his presentation and therefore, this can be utilized in mobilizing a more effective oral presentation which can only be perfected via the various practices in the recording of their YouTube videos.

A strong tendency for the respondents to rely on graphics and stimulus is shown in the high number of respondents who strongly agreed and agreed that YouTube video presentations have prompted them to do so. This recorded a total of 90.7% of the total number of respondents.

Moreover, since the use of this particular media allows feedback and responses from the intended audience and even the general public, the respondents are of the view that they can actually present better due to the feedback they gained. Only a meager total number of 18.6% opposed the idea that the feedback, made available next to the YouTube video panel, does help them better their presentation skills.

The ability to stand poised while presenting and not having to flip the notes or read verbatim from the prepared text is also set to be achieved with the use of these video recordings as the confidence of these learners will be raised as they are exposed to their probable mistakes and strengths in their presentations. 86% of respondents indicated their agreement that they were inclined not to read word for word from the prior prepared text as in Table II.

TABLE II: NON-VERBAL COMMUNICATION

	Strongly Disagree	Disagree	Agree	Strongly Agree
1.able to maintain eye contact.	3.4% (3)	11.5% (10)	60.9% (53)	24.1% (21)

2 avoid eye contact with the camera since there is no live audience around.	8.0% (7)		24.1% (21)	52.9% (46)	14.9% (13)
3.able to stand up confidently during my presentation.	2.3% (2)		9.3% (8)	66.3% (57)	22.1% (19)
4.able to inject some humour and smile into the cam during my presentation	2.3% (2)		5.8% (5)	67.4% (58)	24.4% (21)
5.able to portray appropriate non-verbal communication when presenting via youtube.	3.5% (3)		11.6% (10)	73.3% (63)	11.6% (10)
6.exhibit natural gestures and not contained by anxiety	2.4% (2)		10.6% (9)	65.9% (56)	21.2% (18)
7.able to project my voice well and not sound monotonous	4.7% (4)		10.5% (9)	68.6% (59)	16.3% (14)
8 able to communicate better due to the various recordings allowed by the program.	1.2% (1)		10.5% (9)	70.9% (61)	17.4% (15)
9.present better due to the feedback from the audience	2.3% (2)		16.3% (14)	62.8% (54)	18.6% (16)
10. pronounce and articulate words properly due to many times of recording.	2.3% (2)		9.3% (8)	72.1% (62)	16.3% (14)
11. come up with clear and simple slides for this presentation.	3.5% (3)		4.7% (4)	67.4% (58)	24.4% (21)
12. be inclined to make use of appropriate graphics and photos during my delivery.	2.3% (2)		7.0% (6)	66.3% (57)	24.4% (21)
13. be inclined not to read word for word from the text I have prepared.	1.2% (1)		12.8% (11)	65.1% (56)	20.9% (18)

VI. CONTENT AND ORGANIZATION

The other section highlights the use of YouTube in the learners' display of better delivery and higher level of

confidence. This section seeks the respondents' perception on their agreement on whether the use of YouTube in their culinary skills presentation has resulted in their focus on delivery and confidence in the videos they uploaded.

It is believed that the YouTube videos; be it of viewing or presenting on the respondents' part have actually helped them enhance their level of confidence. To exemplify, the portrayal of certain culinary techniques or skills by the chefs they viewed does place an impact on their own presentations as they are exposed to these skills better as compared to the mundane environment of a hands-on kitchen experience. These videos further stimulate their interest in wanting to place more emphasis on not just the culinary content but also the language content since illustrations alone will not produce the desired outcome.

The use of YouTube in their presentations also looks at how the use of such instructional tool has enabled the respondents to focus on accuracy of the language which governs the sentence structures and spelling of terms and words. While 79% agreed that the media enables them to place more importance on this, a slightly higher number which is 90.1% agreed that they are also inclined to choose apt vocabulary for the purpose of the audience, in preparing the video presentations to be uploaded to YouTube.

Apart from this, fluency is another indicator to the level of confidence that one can have with more practices as this is also a key to an effective presentation. The respondents also recorded a strong agreement of 69.5% that via YouTube presentations, the smooth flow of their presentations and culinary skills are more achievable.

Pronunciation of words and intonation seem to be focused more in their production of videos as well, as indicated by almost 85% of respondents who believed so.

TABLE 3- DELIVERY AND CONFIDENCE

	Strongly Disagree	Disagree	Agree	Strongly Agree
1.Accuracy of grammar, sentence structure and spelling	3.6% (3)	15.5% (13)	67.9% (57)	13.1% (11)
2.Vocabulary that is appropriate to the audience	2.4% (2)	7.1% (6)	72.6% (61)	17.9% (15)
3.Pronunciation and intonation	3.6% (3)	11.9% (10)	64.3% (54)	20.2% (17)
4.Fluency	2.4% (2)	12.0% (10)	69.9% (58)	15.7% (13)
5.Smooth flow of presentation and culinary skill	3.7% (3)	8.5% (7)	65.9% (54)	22.0% (18)

VII. CONCLUSION

The students' point of view is significant since we would like to see if there is any form of indication that this media, that has been much hyped about to be a favourite of the youths could affect their presentation and enhance their

understanding of culinary skills as they watch and come up with their own piece of video. In many ways, they stand to gain more as they do not only benefit in terms of their hard skills but also soft skills which complement each other. Blended learning, as the term is coined, promotes active learning to take place and as such proves to be more advantageous to the students. The use of YouTube needs to be propagated to the instructors as a stimulating method that will enable the students to be more creative and imaginative.

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