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CONFIDENCE COACHING YOUTUBE CLIPS AS A USEFUL TOOL IN CREATIVE TEACHING OF BUSINESS-RELATED VOCABULARY TO ADOLESCENT LEARNERS OF ENGLISH

KLIPY YOUTUBE WZMACNIAJĄCE PEWNOŚĆ SIEBIE JAKO NARZĘDZIE PRZYDATNE W KREATYWNYM NAUCZANIU SŁOWNICTWA BIZNESU MŁODZIEŻY UCZĄCEJ SIĘ JĘZYKA ANGIELSKIEGO

Abstract: This study intends to contribute towards further verification of the language coaching notion, and language confidence clips available on the YouTube platform, in particular. Thus, it aims to shed more light on the novelty approach towards learning, that is the confidence coaching clips on YouTube. The ideas presented in the paper are based upon our own experiences gained from this form of teaching. Additionally, the research presented in the further part of the paper shows the function of the creative approach to an L2 adult/adolescent learner and signifies its prominence in the whole process of L2 education.

The principal goal of this study is to assess the usefulness of confidence coach YouTube clips in teaching business-related vocabulary to adolescent learners and in this way determining the potential advantages and/or the limitations of implementing the aforementioned short clips in the teaching process of business-related vocabulary in a language classroom (Nation, 2001). The research comprises two stages of evaluation, applied to both the experimental (E) and control (C) groups – the qualitative and quantitative form. The quantitative evaluation is carried out by means of the pre- and post-tests applied to secondary school students. The students in both groups attend the second and third grade of Technical Secondary School in Cieszyn, Poland, and are between 16 and 18 years of age. The vocational profile of the students is Logistics Technician. All of the groups are classified at the pre-intermediate level of proficiency in English with only 4 pupils with English competency notably surpassing the level of the groups. Both tests

focus on the practical use of core curriculum business lexis items that are the target of the research and are applied in the form of YouTube clips to the experimental group, with no application of such clips to the control group where the same core curriculum materials are delivered in the standard way. The qualitative assessment is applied to the two groups using a questionnaire handed out to students following the research. To provide the research with substantial data regarding the feedback of the participants, all participants of the study were requested to answer three basic research questions split into three sub-groups: 1) measuring the participants' level of lexical knowledge; 2) checking the correctness of participants' answers; and 3) eliciting answers, presenting the personal and unstructured view of the participants (2 items). Five-point Likert scale was applied to find the material to be further elaborated statistically.

The findings indicate that the final results concerning the practical use of business vocabulary in the experimental group are statistically more stable when compared to the results obtained within the control group. The post-test scores, compared to the scores of the pre-test, reinforce the theory that the carrier of the target vocabulary items, being the confidence coach YouTube clips improved the knowledge of the students in the experimental group in comparison to the control group that learned it via the traditional, paper-based way. It was also found that there is a relationship between the confidence coach YouTube clips and creative approach in learning vocabulary, business lexis included. What is more, the obtained results showed that 1) the majority of the students (95%) had never experienced using confidence coach You Tube clips as a form helping them to utilise business lexis, which also suggests that there is an immense opportunity for exploring further and utilizing this type of learning in the near future; 2) the students' attitudes towards the usefulness of YouTube confidence coach clips in learning business-related vocabulary in a stress-free manner was assessed as being very useful by them; and 3) the students' general perception of the YouTube confidence coach clips in their learning of new business-related vocabulary items and phrases creatively and in an enjoyable manner was also assessed as being predominantly positive.

The research allows to determine the extent to which adolescent students of secondary school level taking part in ESP English education could expect success, if only they were requested to participate in the lessons based on involving and creatively elaborated materials, such as confidence coach You Tube clips. The results of the study confirm the existence of a relationship between the confidence coach YouTube clips and a creative approach in learning vocabulary, one more time highlighting the importance of introduction of attractive and creative materials that may be positively assessed by the learners; the thesis that such materials make the learners more willing to self-motivate themselves and voluntarily indulge in further mental effort expecting activities was thus found to be positively assessed one more time.

Keywords: YouTube clips, creative teaching, ESP English, L2 confidence coaching

Abstrakt: Niniejsze badanie ma na celu przyczynienie się do dalszej weryfikacji pojęcia *coachingu* językowego, a w szczególności klipów dotyczących pewności siebie w języku. W związku z tym ma ono na celu eksplikację nowatorskiego podejścia do nauki w postaci klipów dotyczących pewności siebie w serwisie YouTube. Pomysły przedstawione w artykule opierają się na własnych doświadczeniach zdobytych w tej formie nauczania. Ponadto badania zaprezentowane w dalszej części artykułu pokazują funkcję kreatywnego podejścia do dorosłego/nastolatka uczącego się języka drugiego i wskazują na znaczenie tego podejścia w całym procesie edukacji w języku drugim.

Głównym celem niniejszego badania jest ocena przydatności klipów dotyczących pewności siebie w serwisie YouTube w nauczaniu słownictwa związanego z biznesem uczniów w wieku nastoletnim, w ten sposób określając potencjalne zalety i/lub ograniczenia wdrażania wyżej wymienionych krótkich klipów w procesie nauczania słownictwa związanego z biznesem w klasie językowej (Nation, 2001). Badania obejmują dwa etapy oceny, stosowane zarówno w grupie eksperymentalnej (E), jak i kontrolnej (C) – formę jakościową i ilościową. Ocena ilościowa jest przeprowadzana za

pomocą testów wstępnych i końcowych. Oba testy skupiają się na praktycznym wykorzystaniu podstawowych elementów leksyki biznesowej, które są celem badania i są stosowane w formie klipów YouTube do grupy eksperymentalnej, bez używania takich klipów do grupy kontrolnej, gdzie te same materiały podstawowego programu nauczania są dostarczane w standardowy sposób. Ocena jakościowa jest stosowana do dwóch grup za pomocą kwestionariusza rozdawanego studentom po badaniu. Aby dostarczyć badaniom istotnych danych dotyczących opinii uczestników, wszystkich uczestników badania poproszono o odpowiedź na trzy podstawowe pytania badawcze podzielone na trzy podgrupy: /1/ mierzenie poziomu wiedzy leksykalnej uczestników; /2/ sprawdzanie poprawności odpowiedzi uczestników; i /3/ uzyskiwanie odpowiedzi celem zaprezentowania osobistego i niestrukturyzowanego poglądu uczestników (2 pytania). Pięciostopniowa skala Likerta miała na celu znalezienie materiału, który należy dalej opracować statystycznie.

Końcowe wyniki dotyczące praktycznego wykorzystania słownictwa biznesowego w grupie eksperymentalnej są statystycznie bardziej stabilne w porównaniu z wynikami uzyskanymi w grupie kontrolnej. Wyniki testu końcowego, w porównaniu z wynikami testu wstępnego, wzmacniają teorię, że nośnik docelowych elementów słownictwa, czyli klipy YouTube trenera pewności siebie, poprawiły wiedzę uczniów w grupie eksperymentalnej w porównaniu z grupą kontrolną, która uczyła się ich w tradycyjny, papierowy sposób. Stwierdzono również, że istnieje związek między klipami YouTube trenera pewności siebie a kreatywnym podejściem do nauki słownictwa, w tym słownictwa biznesowego. Co więcej, uzyskane wyniki wykazały, że /1/ większość uczniów (95%) nigdy nie posługiwała się klipami YouTube trenera pewności siebie jako formą pomagającą im w wykorzystaniu słownictwa biznesowego, co również sugeruje, że istnieje ogromna szansa na dalsze eksplorowanie i wykorzystywanie tego typu nauki w niedalekiej przyszłości; /2/ postawa uczniów wobec przydatności klipów YouTube trenera pewności siebie w nauce słownictwa związanego z biznesem w sposób bezstresowy została przez nich oceniona jako bardzo przydatna; i /3/ ogólne postrzeganie przez uczniów klipów YouTube trenera pewności siebie w nauce nowych słów i zwrotów związanych z biznesem w sposób kreatywny i przyjemny zostało również ocenione jako przeważnie pozytywne.

Badania pozwalają określić, w jakim stopniu uczniowie w wieku dojrzewania biorący udział w edukacji ESP English mogliby oczekiwać sukcesu, gdyby tylko poproszono ich o udział w lekcjach opartych na angażujących i kreatywnie opracowanych materiałach, takich jak klipy YouTube trenera pewności siebie. Wyniki badania potwierdzają istnienie związku między klipami YouTube trenera pewności siebie a kreatywnym podejściem do nauki słownictwa, po raz kolejny podkreślając znaczenie wprowadzania atrakcyjnych i kreatywnych materiałów, które mogą zostać pozytywnie ocenione przez uczących się; teza, że takie materiały sprawiają, że uczący się są bardziej skłonni do samomotywowania się i dobrowolnego oddawania się dalszemu wysiłkowi umysłowemu w oczekiwaniu na działania, została zatem ponownie pozytywnie oceniona.

Słowa kluczowe: klipy YouTube, kreatywne nauczanie, ESP English, L2 *coaching* pewności siebie

1. Introductory remarks

The Internet is generally observed to have begun functioning as the tool of digital immersion for people regardless of where they are; even when sitting and sipping a well-deserved cup of tea or coffee in their favourite restaurant, they are commonly seen to be having direct contact with Internet data. This suggests that people like and choose to use the Net even in these short windows of opportunity. As a consequence, the chunks of knowledge or information presented on the In-

ternet have become shorter and shorter, in order to maximise the information and minimise the time expenditure of the potential viewer. KIS idea has reverberated on video platforms and among the creators of the vi available on these websites, the most popular being the YouTube service (Miangah, Nezarat, 2012; Riswandi, 2016; Rachmawati, Cahyani, 2020). It is also echoed in language education, where short clips presenting a particular grammar notion or range of vocabulary items have emerged (Kavaliauskienö, Januleviéiené, 2001; Selwyn, 2012). Moreover, more and more foreign language companies, schools and foreign language teachers have started publishing and linking their own short but information-rich video clips.

The idea of the confidence coaching clips on YouTube stems from a certain language trend called language coaching and the emergence of a guiding figure of a language coach as opposed to a language teacher. In order to differentiate between these two roles, the notions must be distinguished from one another. The teacher, according to the Oxford Dictionary, is the person that instructs their students on how to perform given tasks or shares with them the knowledge necessary to do it. Stuart (2013) sees the teacher as a provider of the necessary information or instruction in a relevant subject or skill. The teacher is generally employed in the position of a teacher at a school. Lastly, Machmud, and Abdulah (2017), while analyzing the idea of a fact in school education, find the teacher to be a person that encourages others to accept given information as a fact.

On the other hand, following Riswandi (2016), a coach is a person providing instruction or training to a team of people or individual players. The coach is also an individual that provides people with private teaching or tuition (Scrivener, 2010). Moreover, what should not skip our attention, the coach is officially employed as a coach, what gives them a right to urge their pupils with instructions. As it can be observed, there are certain similarities between these two roles and some aspects that the two share. So where does the clear boundary between them lie? The process of teaching involves transferring knowledge from an expert on that topic, i.e. the teacher, to the learner (cf. useful remarks in: Csikszentmihalyi, 1998). However, coaching is in fact teaching, but with a specialised, sometimes less formal, language of instruction. Rachel Marie Paling (2013), concludes that the teaching aspect is the fundamental part of the whole knowledge imparting process, whereas coaching is much more specialised, individual and goal-oriented. She therefore makes a distinction between language teaching and language coaching. Paling (2013) also outlines the role of the language coach. The requirements to be one stem from the necessary skills of conveying a message, thus there has to be a background in sharing the foreign language knowledge that is similar to the skills of a language teacher. As a consequence, the coach must have some language teaching experience this is necessary to impart the required knowledge onto their students. Additionally, the language coach must be able to set goals as a teacher does, but on a smaller scale, with a person or a small group of persons that are being coached. The goal is closely connected with the appropriate levels of motivation that the coaches present. It is the coach's responsibility to maintain

these at levels high enough for the coachees to benefit from the language coaching process and keep them committed to the learning process. Sufficient motivation is also associated with the feeling of ownership that the person at the other end of the coaching experience must experience. Once responsibility for their own learning is set, the coaches become self-directed and personally engaged in language learning. However, in order to maintain these levels of commitment, the coaching process must be tailored to the student to maximise knowledge gained, therefore requiring the coach to adapt the teaching of the curriculum imposed by education officials to their students' needs and requirements. Moreover, as opposed to book-related language teaching, coaching relies on quick and easy actions often based on short tasks and conversations that are suited to the individual coachee. There are no book or curriculum restrictions that might obstruct the process of knowledge acquisition. Nevertheless, course-books can be used as a support to an extent, as it all relies on the preferences and inclinations of the learner, for the demonstration of consolidation purposes.

Another distinguishing feature of language coaching, presented by Paling (2013) is the equal status of the person coaching the language and the person being coached. The language coach puts themselves on par with their learner and is their equal, which is important especially in the business environment, where the teacher's superiority might be a hindrance to the learning process rather than a means of exercising necessary authority over their students. The status of the coach and the student also creates an environment of confidence, where the coachee and the coach do not have to shy away from sensitive topics, maintaining the feeling of confidentiality. Consequentially, the coach must be aware of the cultural context of their students, customising their approach and the construction of the lesson accordingly. Summing up, the perceptions of coaching versus teaching are substantially different, requiring different approaches towards the students and shifting the focus away from the curriculum towards a more personalised approach that often builds confidence and, as a consequence, motivates learners to achieve more. As a term originating from the field of teaching, but slightly different contextually, coaching per se is a promise that the education process hidden behind that notion will be effective. This, together with a novel approach towards foreign language education forms the creative aspect of learning and teaching. This research also verifies if the concept of language coaching and confidence coaching YouTube clips are creative in their approach towards foreign language education.

2. Confidence coaching in L2 learning

Language coaching is a relatively new concept in foreign language education. The level of confidence in every human being in almost every aspect of their lives is hugely influential factor that dominates people's achievements. The self-confidence

of a human being conversely determines the level of their success in life. If a person is confident, they can be seen by others as outgoing and able to inspire confidence in their peers and acquaintances, friends and audiences alike. Alternatively, people who possess low levels of self- confidence are unfortunately perceived as unsuccessful. This is often the case with language learning. A number of researchers discovered that students in foreign language classes, due to their lack of language, are often seen as reticent, not being able to successfully take ownership of their learning. It is therefore essential for language teachers to boost the level of language confidence in their classroom and create a learning environment where students feel motivated and actively participate in classes. Oral proficiency in a foreign or second language has increased in importance in recent years. Consequently, the reticence of students has become a significant problem. When students' motivation towards language learning is low, they are unwilling to participate in a lesson and are afraid of speaking even when they possess the necessary knowledge or ideas to express themselves. The reasons for this refusal to take part during language classes can derive from certain fears, for example of being ridiculed by fellow classmates, or simply from negative habits they previously obtained in the language classroom. It is said that there is a connection between lack of confidence while using English as a language of communication in foreign language. Once a learner lacks confidence, they stop being willing to talk during the learning process, further undermining motivation and self-confidence. It is therefore of utmost importance not to allow the self-confidence on the part of the learners to be diminished. In order to stop the deterioration of motivation and self-confidence, there are certain activities that can be implemented by the teacher in their language classroom. For instance, regular exposure to real-life materials such as videos or reading passages containing the necessary language items at various language levels may lead to an increase in language aptitude amongst students. Also, imitating a dialogue or narration of a given theme is also an option, especially when the dialogue was previously listened to and the vocabulary items are known and understood. Additionally, comparing the pronunciation of a given word with one which has been modelled is important to boosting confidence. This is just a selection of the wide array of activities that the teacher, as a language coach, can utilise according to their needs.

3. Literature review

Paling (2013) outlines the distinguishing features of a teacher, as the person that shares their knowledge and transfers information to the student in a classroom. The relationship between the learner and the teacher is a formal relationship where the teacher can be perceived as a more dominating and instructive person, mandating the activities and demanding the knowledge acquisition that can be seen as a more passive process. The teacher is the active person in this relationship,

handing over their authority to students only in the case of speaking and writing tasks. The teacher is therefore the controller of the learners, directing them using the relevant material. However, due to the passive nature of the learner, they are sometimes unable to use the language in an active way, creating a gap between the active use of the language and its passive learning process. Paling (2013) also presents describes the role of the language coach. Coaching as a form of tutoring and as an actual occupation developed in the beginning of the 21st century. Originating in sports, coaching moved into corporations, businesses and even personal aspects of everyday life. It became a phenomenon aiming at improving the relevant areas of personal and work life, and its scope is vast, from business coaching to health coaching to life coaching. It also entered the area of language learning and teaching. The requirements of a language coach must stem from the necessary skills of conveying a message, thus there has to be a background in sharing the foreign language knowledge that is similar to the skills of a language teacher. As a consequence of these requirements, the coach must have some language teaching experience in order to impart the required knowledge onto their students.

Due to the novelty of the concept of confidence YouTube clips, only a small number of articles and research works closely connected to the thesis have been found. The main thesis of this article refers to the YouTube Internet service, therefore the impact of this video sharing platform on language learning must be mentioned. Kabooha and Elyas (2015) concentrate on investigating the impact of incorporating YouTube videos in reading tasks and its effect on developing vocabulary comprehension by the EFL students of an intensive English course at King Abdul-Aziz University. The outcome of a test completed by the students presented a substantial improvement in recognising and understanding the vocabulary items when the scores of the students on tests carried out before conducting the lessons with the use of the YouTube materials were compared. The submitted findings suggest that using YouTube video clips in EFL classrooms proves helpful in recognition, comprehension and retention of target vocabulary. The questionnaires completed after the experiment indicate that the teachers' and students' opinions are mainly positive in terms of their attitude towards YouTube materials and their teaching value.

Additionally, Almurashi (2016) examined the effective use of YouTube videos for language teaching. The study was conducted in order to answer certain questions, presented to students by means of an interview prior to a set of lessons utilizing YouTube material and an online questionnaire after the lessons are conducted Almurashi's (2016) analysis not only confirmed the results of past studies conducted on a similar topic but also recorded positive reactions to the presented materials. Both the interviews and questionnaires' results examined by the researchers presented a positive reaction towards the YouTube materials. The researchers concluded that using YouTube in teaching English aids students in understanding their English lessons and enhances their performance. It was also found that YouTube could prove

to be a valuable teaching aid to incorporate into English lessons, conceiving it to be more efficient and successful than regular textbook material.

Lin and Tseng (2012) investigated whether video clips, in comparison with pictures, assist students in learning difficult vocabulary. The only research question posed by the academics was whether there is any difference in the effectiveness of Taiwanese high school students viewing pictures rather than animations/films on learning difficult English words. The findings of the study were that learning complex vocabulary items was more effective when learning them with textual definitions and videos in contrast to learning them with textual definitions and pictures or with textual definitions alone. The students also enjoyed becoming acquainted with the target vocabulary to a greater degree when it was presented in the form of animations and films and were able to direct their conscious efforts in learning the complex words and, what seemed to be the most important factor, the enhanced contexts helped them to recall the vocabulary items better. Furthermore, it was suggested that videos can provide form-meaning connections and provide a dynamic stimulus, which can, in turn, make it easier to remember new vocabulary. It was also observed that videos aid in creating effective mental images of the target terms. Lin and Tseng (2012) suggested that teachers should take into consideration the advantages of videos in situations when the textual context and picture presenting of the lexical item was insufficient in comprehending its meaning.

Despite the fact that the notion of using YouTube coaching clips has not been tested in the past, there are a number of research papers and experiments carried out on the value of ICT and the Internet as teaching tools. This provided the opportunity to use them in key sections of the paper and to draw conclusions from them. Although there are variables influencing the outcomes of the experiments described thereof and analyzed by means of pre- and post-tests, it is advantageous enough in providing the researcher with a measurable data that allows for verification of the thesis. This detailed approach in testing might prove to be effective and thus similar tests shall be utilised in the experiment connected with this study. Douglas (2010) offers a detailed draft concerning the steps such language-testing research processes should look like; it also offers information about expected statistical endeavours that should be performed in such situations.

4. Research design

4.1. The study description

Wilkins (1972) claimed that only a portion of language can be conveyed without the grammar aspect, but that nothing can be transferred without the presence of vocabulary. Combined with the real-life material that multimedia brings to

teaching, the present research focuses on a creative way of teaching business-oriented vocabulary that the school curriculum is so limited in (Lehrer, 2012). Therefore the purpose of this paper is to attempt to verify if there is a relationship between a creative way of teaching the above-mentioned lexis and the confidence coach YouTube clips. Moreover, the study attempts to explore students' attitudes towards the teaching methods used, and their views on the usefulness and use of multimedia in the language learning process (Polok, Malá, Muglová, 2021).

The principal goal of this study is to assess the usefulness of confidence coach YouTube clips in teaching business-related vocabulary to adolescent learners. The aim is to determine the potential advantages and the limitations of implementing the aforementioned short clips in the teaching process of business-related vocabulary in a language classroom (Nation, 2001).

As specified above, the main hypothesis of the research was that planned application of YouTube clips should evidently facilitate the whole process of teaching business-related lexis to second cycle students. The answer to the above-stated hypothesis was planned to be obtained on the grounds of three basic questions: l. What is the overall trend of using YouTube content by students? 2. What are students' attitudes towards the usefulness of YouTube confidence coach clips in learning business-related vocabulary? and 3. What is the students' general perception of the YouTube confidence coach clips in their learning of new business-related vocabulary items and phrases?

The research comprises of two stages of evaluation, applied to both the experimental and control groups – the qualitative and quantitative form. The quantitative evaluation is carried out by means of the pre- and post-tests. Both the tests focus on the vocabulary items that are the target of the research and are applied, before and after the experiment. The qualitative assessment is applied to the experimental group using a questionnaire handed out to students following the research as well as to the control group.

Both the experimental and the control group consisted of 30 secondary school business-oriented students each. The whole experiment began in September and was concluded in December, i.e. the end of the winter semester. All study participants were asked to complete a pre-test prior to the start of the experiment. The test aimed to verify the novelty element of business-related vocabulary believed never to have been introduced to the participants of the research. The test comprised of 42 questions that focused on the lexis that was to be presented to the students in the course of the experiment, and was applied to both the control and the experimental groups.

The target lexis comprising the contents of the confidence coaching clips was presented on TV in the experimental group and with using paper-and-whiteboard methods of vocabulary delivery in the control group. The main limitations that might have imposed any negative effects on the process of the experiment were considered to be the limitations presented by the technology available in the clas-

sroom environment, i.e. the internet connection, the distorted field of vision from one side of the classroom, the sufficient lighting and appropriate audio system. The measures were taken in order to ensure the elimination of the factors that might have distorted the performance of the experimental and control groups and all the said devices were thoroughly checked prior to and in the course of the experiment.

In the final part of the study, the students were presented with the post-test, aiming to verify whether the knowledge obtained during the presentation stage of the research was gained, and the lexis was remembered. The results of the tests administered to both of the groups were later analysed for statistical validity. To measure the validity of the test, we used a t-test for two independent samples.

To provide the research with substantial data regarding the feedback of the participants, three basic research questions were presented to the students through the questionnaire in the form of sixteen questions and statements altogether. Fourteen questions measured the participants' level of agreement using a five-point Likert scale whereas two last questions were constructed to elicit answers, presenting the personal and unstructured view of the participants. The answers in questions one (1) to three (5) were measured with the help of Likert scale of *Almost every day Often – Sometimes – Hardly ever – Never* indicators. Questions six (6) and seven (7) utilised previously elicited answers. Questions eight (8) to sixteen (16) utilised the scale of *Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree.*

4.2. The settings and the instruments used in the research

The research utilises the classroom environment and equipment of the secondary school. The teaching aids used during the course of the experiment were digital projectors and TV screens for displaying the YouTube confidence coach clips to the experimental group. Similar equipment was utilised with the control group in order to emphasise the modern approach to creative teaching and not to deprive the control group of the technological fun factor in the classroom environment. In order to draw a clear and visible line between both the groups, the technological devices and YouTube itself were utilised to a lesser degree during the control group's lessons.

During the presentation of the confidence coaching clips students from the experimental group were asked to come up with definitions of the presented vocabulary based on its contextual environment and how it was used in the sentence. Their answers were verified by the teacher and the most accurate explanations were written down and once the meaning was explained, only the most relevant answer remained on the blackboard.

The data obtained during the experiment was collected in two ways, due to its mixed classification. The questionnaire, i.e. the qualitative part of the data, was measured with the Likert scale, where the participants provided answers to the

research questions by selecting the answers which were closest to their personal perception of a given notion or question. The questionnaire was distributed amongst students post-experiment and obtained the data required for the qualitative analysis.

The quantitative part of the data collected in the research was measured through pre- and post-tests sat by both the control and experimental group. It was the main instrument carrying out the necessary data to validate both hypotheses and concluding the research. The information is statistically validated by the *t*-test that was applied to both the tests in both the groups. The pre- and post-tests were prepared and piloted beforehand on a small group of students in order to verify the validity and usefulness of the test for the course of the research. The aim of the pre-test was to assess the vocabulary knowledge that the students of both the experimental and the control group already possessed. The post-test measured the degree to which students memorised the Business English vocabulary that was the objective of the study. Additionally, the questionnaires were handed out amongst the students of the experimental group, with the aim of gauging their reaction towards this particular research tool and collecting feedback. The questionnaires provided the learners with the research questions, fourteen in total, which offered a limited choice of answers. All of the questions were determined by the Likert scale and aimed to collect students' responses towards the confidence coach YouTube short clips and their feedback on how useful they were in the process of them gaining and assimilating new vocabulary pertaining to a particular topic. Finally, the data collected from both the groups was analysed with the use of *t*-test to verify the variance factor between the sample groups and conclusions were drawn about the outcome of the experiment.

4.3. The research findings

4.3.1. Pre-test results

In order to verify if there is any significant difference between the control group and the experimental group prior to the activity, we used a t-test for two independent samples. The *t*-test results between the control group and the experimental group appeared insignificant at $p < .05$ where the *t-value* of the *t*-test is 1.64999 (with the *p-value* of .052175.)

The results show that the pre-test score of the students in the control group is higher than the experimental group, where the mean of the control group is 13.03, and the mean of the experimental group is 10.06. Further data analysis indicates that the level of knowledge of both groups before the series of lessons does not differ. When comparing the maximum scores obtained in the groups, the highest score in the control group is 29, and the experimental group is 25, whereas the lowest score is, respectively, 3 and 0 points.

4.3.2. Post-test results

Two weeks after the conclusion of the experiment in both groups, both sets of students were presented with a post-test, aiming at verifying their increase in knowledge of the vocabulary items that were the scope of the research. The overall score on the *t*-test of both post-tests revealed that there was a significant increase in knowledge in the experimental group, whereas only a moderate increase of knowledge in the control group.

The *t*-test applied to the post-test administered to both of the groups found that, when compared to the pre-test, there was a substantial increase in performance of the students in the experimental group and only a little improvement in the control group.

The overall score of the control group (M = 16.93, SD = 6.94) was lower than the experimental group (M = 22.23, SD = 7.59). The highest score in the control group was 36 points, and the maximum points scored in the experimental group were 40. The lowest scoring tests were 7 points in the control group and 9 points in the experimental group. Furthermore, the *t*-test applied to the scores of the post-test in both control and the experimental group reveals the statistical significance at $p < .05$, where the *t*-value calculates at the level of 2.440147 and, consequently, the *p*-value is of 0.02103. Therefore, as the result of the applied *t*-test, the null hypothesis can be rejected in favour of the alternative hypothesis, claiming that there is a relationship between the confidence coach YouTube clips and creative approach in learning vocabulary. In conclusion, the post-test scores, compared to the scores of the pre-test, further reinforce the theory that the carrier of the target vocabulary items, being the confidence coach YouTube clips improved the knowledge of the students in the experimental group in comparison to the control group that learned it via the traditional, paper-based way.

4.3.3. The students' questionnaire

Once the testing phase of the experiment was completed, the students were asked to present their attitudes towards and general feedback on the confidence coaching YouTube clips. They were handed the questionnaire, containing fourteen questions, that provided the research base to the three main Research Questions. The majority of the questions are rated on a five-point Likert Scale, where nine of them utilise the scale from l = strongly disagree to 5 = strongly agree, three use the Likert scale ranging from l = *never* to 5 = *almost every day*, one question is a limited yes/no question and one question remains a question where the answer is elicited from the students, based on the option we had chosen during the designing stage of this questionnaire.

Research Question 1: What is the overall trend of using YouTube content by students?

The first research question (RQI) comprised of several questionnaire questions, requiring the respondents from the experimental group to provide feedback on their general use of YouTube as a medium carrying information. The feedback to the questions 1 through 3 indicates that the students use YouTube almost every day.

The students' responses were also calculated for means and standard deviations and looked as follows: the first two questions returned with the "Almost every day" answer and low standard deviation (M = 4.23, SD = 0.504 and M = 4.13 and SD = 0.628 respectively); the last question obtained a lower score than the two previous ones, with the M = 3.26 and SD = 1.14. It indicates that the respondents do not utilise the English language contents of YouTube. The subsequent question that is part of RQI focused on the main reasons for utilising YouTube content by the students, and they were to choose the answer that corresponded most closely to their experience.

Although the majority of students use YouTube for entertainment purposes (19 respondents), there is a proportion that uses it for education (6 respondents), for language learning (2 respondents), as a hobby (2 respondents) and for learning new skills (1 respondent). The final question in the first part of the questionnaire focused on the participants' experience with the confidence coach clips on YouTube and whether they had used these in the past. This question was a Yes/No question, due to the fact that we aimed to verify if the experimental group had been exposed to this particular medium in the past. The results indicated that the majority of the students (95%) had never experienced this particular medium, which also suggests that there is an immense opportunity for exploring further and utilising this type of learning in the near future.

Research Question 2: What are students' attitudes towards the usefulness of YouTube confidence coach clips in learning business-related vocabulary?

The next section of the questionnaire concentrated on RQ2 and the responders' feedback about the usefulness of the YouTube coaching clips in the process of learning new vocabulary. The overall mean on the level of M = 3.86, SD = 0.217 clearly indicates that there was a generally positive attitude to the confidence coaching clips presented during the experiment phase of the research. When analysing the individual answers to RQ2, it can be observed that most participants of the experiment perceived the YouTube confidence coaching clips as a tool that allows them to learn in a stress-free manner (M = 3.333, SD = 1.212).

Furthermore, the YouTube confidence coaching clips are apparently a stimulating medium through which new vocabulary items and phrases can be learned, with the majority of students (M = 3.8, SD = 0.996) marking "Agree" or "Strongly agree" answers. The results of the questionnaire that is probably the most meaningful to this study is that the bulk of the respondents find the YouTube confidence coaching clips helpful in memorising new words and phrases. The overall attitude

towards this section of the questionnaire, and consequently, the answer to RQ2, indicates that the experimental group agrees with the presented statements on the confidence coaching clips. As a result, it is perceived as a tool that is available and easily accessible to its users. The students see the coaching clips as an interesting way of presenting the vocabulary, of learning in a stress-free manner, and on top of that, this medium helps them in memorising the lexis they were exposed to. This information provides a valuable insight into the respondents' attitude towards a learning process involving YouTube confidence coaching clips.

Research Question 3: What is the students' general perception of the YouTube confidence coach clips in their learning of new business-related vocabulary items and phrases?

The final part of the questionnaire focused on capturing students' feedback in regards to RQ3 and examining their perception of the confidence coaching clips in the process of learning new, business-related vocabulary.

Generally, the level of students agreeing with the presented statements is high, and they perceive the confidence coaching clips to be useful in the process of learning new vocabulary. It suggests that the experiment proved to be of importance from the perspective of a creative approach to vocabulary learning and the students' enjoyment derived from being exposed to the material.

The data collected from both pre-tests and post-tests provided us with the statistical validity necessary to reject the null hypothesis and accept the alternative hypothesis, thus allowing to achieve the main objective of the thesis being the central part of the study.

Furthermore, questionnaire responses testified to a predominantly positive perception of the YouTube confidence coaching clips method of learning vocabulary. The results support our belief that this particular medium allows students to learn not only business-related vocabulary, but that of any type and origin, creatively and in an enjoyable manner.

5. Study discussion and conclusions

With the rise of YouTube as an application that everyone can access from home, school or on their portable devices on a daily basis, an untapped potential language teaching and language learning aid has emerged. It does not only offer material that can be utilised at one's convenience but is also an enormous asset that presents unlimited, easily available, original and creative learning content,. Since the school environment realised its weight in a teaching process, using the internet as a teaching tool has been the subject of a number of research papers (Mayer, 2001). Unfortunately, there are next to no studies describing the phenomenon of YouTube confidence coaching clips in learning a foreign language. It is so because the confidence coaching adopted in the field of languages and popularised by

appearing on the Internet is a relatively new phenomenon, that arose at the end of this decade. This study aims to provide material that can be of use in further studies on this issue, as? in our mind, the use of this tool can make a substantial difference in a creative approach to learning new vocabulary items and phrases. The results of the study confirm that there is a relationship between the confidence coach YouTube clips and a creative approach in learning vocabulary, but only from the perspective of adolescent learners, studying one language – English.

6. Suggestions for further research

The paper provides an insight into the potential of utilising YouTube confidence coaching clips in the learning process and using them as teaching aids in the target learning. Nevertheless, we strongly suggest that further research is carried out into this phenomenon, due to its novelty, and creative approach into presenting the relevant vocabulary items and grammar structures that accompany it. The results obtained over the course of the experiment prove that connections between creative teaching of vocabulary and YouTube confidence coaching clips exist, but any further studies should assess its practicality in order to adapt it into everyday teaching/learning process. It can be suggested that the coaching clips can be integrated into the secondary school English course as a supplementary tool, providing they are further verified for their usefulness in the teaching and learning process of other aspects of the English language such as, for example, grammar. However, in order to investigate any concerns that learners might have during learning foreign languages with the aid of YouTube confidence coaching clips and any disadvantages on the part of the teachers' using that particular tool in their classroom, more research into the effective and efficient use of the clips is essential. It will be of immense help for any future researchers wanting to explore further the subject of utilising the YouTube confidence coaching clips in their teaching English as a foreign language.

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