

YOUTUBE AS A SOURCE OF AUTHENTIC ECONOMIC DISCOURSE FOR ESP LEARNERS: A STUDY ON BBC NEWS VIDEOS

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Abstract

This research explores how YouTube can be used as a source of authentic economic discourse for English for Specific Purposes (ESP) learners, particularly in the field of economics. The official BBC News website could be accessed at <https://www.bbc.com/news>, which provided additional economic news articles and related video content for reference. This study used a descriptive qualitative approach to examine how BBC News economic videos on YouTube can serve as authentic materials for ESP in economics. Authentic materials, such as news reports, company documents, and interviews, present language in its natural form and expose learners to real professional discourse, vocabulary, and cultural nuances often absent in textbooks. Data were collected from BBC News economic content available on its YouTube channel and official website, providing credible, up-to-date coverage of topics like inflation, trade, and cryptocurrency. Findings indicate that integrating these videos into ESP instruction bridges classroom learning with workplace communication, enabling learners to develop both language proficiency and subject knowledge. A structured pre-viewing, while-viewing, and post-viewing framework supports comprehension and application through vocabulary preparation, active listening, and interactive follow-up tasks. The analysis identified six benefits: (1) rich vocabulary in context, (2) multimodal learning through narration, visuals, and data, (3) real-world relevance, (4) enhanced listening and critical thinking, (5) cultural and professional discourse awareness, and (6) integration of language and content following CLIL principles. The diversity of economic topics ensures exposure to various professional communication styles, making BBC News economic videos a valuable tool for developing vocabulary, comprehension, analytical skills, and professional communication abilities in economics-focused ESP learners.

Keywords: *authentic economic discourse, authentic material, BBC News, English for Specific Purposes (ESP), ESP learners, YouTube*

1. INTRODUCTION

English for Specific Purposes (ESP) is an approach to language teaching that focuses on meeting the specific needs of learners in academic or professional fields (Fitria, 2023). ESP refers to an approach to language teaching that focuses on developing English skills tailored to a learner's particular field, profession, or academic discipline. In ESP, the vocabulary, topics, and communication skills are directly related to the learners' specific goal (Fitria, 2020).

In the context of economics, ESP emphasizes the mastery of specialized vocabulary, discourse patterns, and communication skills that are relevant to the discipline (Fitria, 2023b). Economics students are required to understand not only general English but also the language used in economic reports, financial analyses, and professional discussions. Having these skills allows them to succeed in academic tasks, follow global economic developments, and participate effectively in their future careers (Fitria, 2024b).

In Indonesia, perhaps many economic students still rely on general English courses that do not fully address the linguistic demands of their field (Fitria, 2019). While these courses help build general proficiency, they often overlook economically specific terminology and authentic communication styles used in international markets. As a result, learners may struggle to interpret financial statements, understand policy discussions, or engage in academic seminars conducted in English. This situation highlights the need for targeted ESP instruction that aligns closely with the language demands of economics.

Authentic materials are resources that reflect real language use as it occurs in professional and social contexts (Fitria, 2022). Unlike simplified textbook examples, authentic materials present language in its natural form, complete with real vocabulary, expressions, and discourse structures. In the case of economics, authentic materials can expose learners to actual financial terminology, market analysis language, and policy discussion styles. This exposure helps students understand how economic language is applied in real-life contexts, including its tone, register, and cultural nuances, which are often absent in artificial classroom texts. For example, an authentic economic news report may include complex phrases like “tightening monetary policy,” “bullish market sentiment,” or “GDP growth forecast revision,” which would not typically appear in simplified ESL textbooks. By engaging with authentic materials, students can learn not just the meaning of these terms but also their usage in context, such as during investor briefings or policy debates. Furthermore, authentic materials often come with real data, case studies, and graphical information, which train learners to interpret economic information the way professionals do.

YouTube has become one of the most widely used online platforms for accessing free and diverse content, including a vast array of economic topics. It offers up-to-date information and real-world discussions from credible channels such as Bloomberg, BBC Business, and The Economist. Many of these videos feature interviews with experts, live market analyses, policy debates, and reports on economic trends. YouTube’s audiovisual format allows learners to improve listening skills while also engaging with visual cues such as charts, graphs, and infographics, which are often integral to economic communication.

The interactive nature of YouTube makes it especially valuable for learning (Fitria, 2025). Students can pause, rewind, and replay segments to focus on difficult terminology or to better understand the flow of an argument. Many videos on YouTube also include subtitles, which help learners connect spoken words to their written forms (Fitria, 2021). For economics students, the availability of both audio and visual input means they can simultaneously improve their listening comprehension and analytical skills by observing how economic concepts are visually represented and verbally explained. This multimodal learning approach is particularly effective for complex fields like economics.

Many YouTube channels can serve as rich learning resources for economics students, particularly those in English for Specific Purposes (ESP) programs. These channels offer authentic, up-to-date, and professional economic content that reflects real-world discourse. They provide learners with exposure to specialized vocabulary, formal discussion styles, and analytical explanations used by professionals in business and economic sectors. By regularly engaging with these videos, students can familiarize themselves with how economic issues are discussed in global media, improve their listening comprehension, and enhance their ability to interpret complex financial information.

The inclusion of these YouTube resources in ESP economics classes offers learners opportunities to engage with up-to-date, relevant, and credible materials. By analyzing the

language used in these videos, students can better understand not just the terminology but also the discourse strategies employed by professionals in the field. This approach ensures that learners are not only memorizing words but also developing the skills needed to comprehend and produce economic discourse in authentic contexts.

Integrating YouTube into ESP economics classes can provide learners with valuable exposure to authentic economic discourse. Through watching and analyzing YouTube videos, students can develop their listening comprehension, expand their economic vocabulary, and observe how professionals communicate in the field. These videos also offer models of real-life communication, showing how economic issues are discussed in different settings such as news broadcasts, academic forums, and business conferences. Moreover, using YouTube supports 21st-century learning by integrating technology into education, making lessons more engaging, interactive, and connected to the real world.

There are several previous studies related to YouTube as a learning source for students. Zvereva & Chilingaryan (2016) examine the use of YouTube as a tool for teaching Spanish to Economics students, highlighting its advantages in providing authentic, economically themed content that supports language learning and professional skills. It finds that integrating YouTube videos fosters active learning, creativity, intercultural awareness, and communicative competence, while also preparing students for real-world business interactions. Mastery of spoken language is shown to enhance a student's value as a negotiation partner, and multimedia resources contribute to higher-quality, more engaging classroom experiences aligned with global educational standards. Rudenkin & Grushevskaya (2019) examine the specific opportunities and risks of using YouTube as a learning tool in higher education, with a focus on its application at Ural Federal University (Russia) during the 2019 academic year. The research aimed to clarify whether YouTube's role in education is genuinely necessary, what benefits it offers, and what challenges it presents. The study found that while YouTube can serve as a valuable auxiliary and illustrative resource—providing familiar, accessible, and engaging content for students—its benefits are often overestimated. Excessive reliance on YouTube in the educational process does not align with students' actual learning needs and may lead to a decline in educational quality.

Alhaj & Albahiri (2020) review the use of authentic videos in English for Specific Purposes (ESP) and examine how pedagogic videos can contribute to improving English learners' language skills, particularly for Saudi university students in content-based courses. The study found that authentic videos improve students' retention and comprehension by combining visual support with spoken discourse. Videos should be integrated as part of a complete skills package in ESP, not just as supplementary tools. Collaborative teaching strategies, continuous teacher development, and clear, well-structured delivery are essential to maximize the benefits of video use in ESP instruction. Umoh (2024) examines the effectiveness of YouTube as a digital learning resource in enhancing knowledge acquisition and skill development in an emerging economy. It also identifies challenges such as content credibility and user distraction, and assesses learners' perceptions of YouTube for formal and informal education across various age groups and academic levels. The study found that YouTube has a positive and significant effect on students' knowledge acquisition and skill development. Challenges like content credibility issues and distractions did not have a statistically significant impact on learners' overall experience, and demographic factors had a positive but non-significant influence on perceptions of YouTube. Salsabila et al. (2025) investigate the use of YouTube as a tool for English language learning in secondary and university settings within English as a Foreign Language (EFL) contexts by reviewing 81 empirical research articles published between 2015 and February 2024. The results

showed that YouTube had a very high impact on English language learning, with a mean effect size of 1.24. Speaking was the most improved skill, and YouTube was used in various ways, including as a platform for producing content, a flipped classroom tool, a discussion platform, and a media platform.

While numerous studies have examined YouTube as an educational tool across various languages, disciplines, and contexts, several gaps remain in the literature. First, prior research, such as Zvereva & Chilingaryan (2016), has explored YouTube for language learning in economics, but their focus was on Spanish language training rather than English for Specific Purposes (ESP), leaving limited insight into its application for economics students in EFL contexts. Second, studies like Rudenkin & Grushevskaya (2019) addressed the general benefits and risks of YouTube in higher education but did not analyze its role as a source of authentic domain-specific discourse, particularly economic discourse. Third, research by Alhaj & Albahiri (2020) investigated authentic videos in ESP, yet their focus was on Saudi students in science-related content courses, without targeting economic news as the core material. Fourth, Umoh (2024) and Salsabila et al. (2025) provided evidence of YouTube's overall effectiveness in language and skill development, but they did not examine how curated, credible sources such as BBC News economic videos can bridge the gap between language learning and real-world economic communication. Collectively, these studies highlight the effectiveness of YouTube and authentic videos in education, but there is still a lack of targeted research that integrates economic discourse, ESP pedagogy, and the use of a reputable news platform as the main learning source.

This study offers a novel contribution by specifically investigating YouTube's role as a source of authentic economic discourse for ESP learners in the field of economics, using BBC News economic videos as the primary material. Unlike previous studies that focused on general YouTube use, multiple disciplines, or non-English contexts, this research narrows the scope to credible, professionally produced economic news content that mirrors real-world professional communication. It integrates the principles of ESP, authentic material use, and content-based instruction within a structured pre-viewing, while-viewing, and post-viewing framework tailored to economics students. By doing so, the study not only evaluates linguistic gains such as vocabulary acquisition and listening comprehension but also examines how learners engage with current economic issues, critical thinking, and professional discourse norms—bridging classroom instruction with future workplace communication demands.

2. METHOD

This study employed a descriptive qualitative research design. Descriptive qualitative research was a method used to describe and interpret phenomena by focusing on the characteristics, patterns, and meanings found in the data (Fitria, 2024a). It did not involve numerical analysis but instead emphasized detailed explanations and interpretations. The reason for choosing this design was that the research aimed to explore and describe how YouTube, particularly BBC News economic videos, could serve as a source of authentic economic discourse for ESP learners. This approach allowed the researcher to analyze language use, vocabulary, and discourse features in their real context, providing a comprehensive understanding of their potential in ESP instruction.

The data in this research were collected using the documentation method. The documentation method was a data collection technique that involved gathering and analyzing existing documents or recorded materials relevant to the study (Fitria, 2023a). It was particularly

suitable for this research because it enabled the researcher to obtain authentic and naturally occurring language data without the need for direct interaction with participants. The main data source was economic news videos from the BBC News YouTube channel. The official BBC News website could be accessed at <https://www.bbc.com/news>, especially on <https://www.youtube.com/@BBCNews/search?query=economy>, which provided additional economic news articles and related video content for reference. This platform was selected because it provided credible, up-to-date, and professionally produced economic reports that reflected authentic economic discourse. The videos covered various economic issues such as inflation, international trade, financial markets, and economic policy, making them relevant for ESP economics learning.

The data in this study were analyzed using a qualitative content analysis approach adapted from Miles et al. (2013), which consisted of three interactive stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and focused on relevant parts of the BBC News YouTube videos and transcripts that contained economic discourse, while discarding unrelated content. Specialized economic terminology, expressions, and discourse features that were useful for ESP learning were identified and highlighted. In the data display stage, the extracted economic terms and discourse patterns were organized into categories such as macroeconomic terms, trade and market terms, financial policy vocabulary, and investment-related expressions, with contextual examples from the videos presented in tables to illustrate their authentic usage. In the conclusion drawing and verification stage, the researcher interpreted the findings to determine how BBC News economic videos could be used as authentic materials in ESP teaching, suggested strategies for integrating such discourse into classroom activities, and verified the patterns found in the data to ensure that the results accurately reflected language use in the videos. This process enabled the study to not only identify relevant economic vocabulary but also demonstrate the pedagogical value of authentic YouTube content in enhancing ESP learners' understanding and application of economic discourse.

3. FINDINGS AND DISCUSSION

Findings

Incorporating authentic video materials, such as BBC News economic reports, into English for Specific Purposes (ESP) instruction offers learners direct exposure to real-world language use within their professional field. These videos present current economic issues, expert analyses, and specialized terminology in natural contexts, enabling students to develop both linguistic and content knowledge simultaneously. To maximize their learning potential, it is essential to structure classroom activities around the videos, guiding students before, during, and after viewing. The following framework outlines a practical approach for using such videos effectively in ESP classes focused on economics.

Here are some YouTube video examples from BBC News that feature authentic economic discourse, which is suitable for ESP learning focused on economics:

Example 1. Topic: How will the global economy fare in 2025?



Source: https://www.youtube.com/watch?v=kMJOAMm6PFw&ab_channel=BBCNews

BBC News offers expert analysis and projections about the global economic outlook for the upcoming year, spotlighting macroeconomic growth trends, inflation risks, and cross-border trade dynamics. As an authentic source of economic discourse, it enables ESP learners to hear professional commentary and observe how economists articulate predictions and assess market factors. The video's multimodal format—combining spoken explanations, data graphics, and narration—supports learners in connecting terminology with visual contexts, making terms like economic forecast, recession risk, growth slowdown, and market volatility more meaningful.

For use in an ESP economics classroom, the video can be used in three pedagogical phases:

- a. Pre-Viewing: Teachers introduce and explore key economic vocabulary (e.g., forecast, recession risk, supply chain disruptions) so learners can better understand the video's content.
- b. While viewing, Students actively listen for the main arguments and numerical indicators cited—such as projected GDP figures or regional growth trends—to reinforce comprehension.
- c. Post-Viewing: Learners summarize the economic issues reported, engage in group discussions on possible implications, or role-play as analysts advising stakeholders or clients on the projected 2025 outlook.

This structured use of the video goes beyond passive viewing, supporting active vocabulary acquisition, critical thinking, and practical application of economic language skills in an authentic context.

Example 2.

Topic: US announces new tariffs for dozens of countries



Source: https://www.youtube.com/watch?v=YnCB1zSv6IQ&ab_channel=BBCNews

This BBC News video reports on the United States' announcement of new tariffs impacting numerous countries, featuring timely updates on trade policy and responses from financial markets. It offers authentic economic discourse through expert commentary, official statements, and visible investor reactions, making it a rich resource for ESP learners studying economics. The video includes essential terminology such as tariff, trade restriction, import duty, trade imbalance, and market reaction, all embedded in real-world economic discussion. Its multimodal format, combining spoken narration, visual data displays, and on-screen graphics (e.g., country-specific trade statistics), helps learners connect vocabulary with context and economic implications.

In an ESP economics classroom, the video can be used in three pedagogical phases:

- a. Pre-Viewing: Teachers introduce and clarify key terms such as tariff, trade restriction, market reaction, and trade imbalance, enabling students to better understand these during the video.
- b. While viewing, Students actively listen and take notes on the main arguments, data points, and quantitative indicators presented, such as tariff percentages, affected regions, anticipated trade shifts, and financial market responses.
- c. Post-Viewing: Learners engage in productive activities such as summarizing the video in their own words, discussing the potential economic implications for exporters and importers, or role-playing as financial analysts advising stakeholders on the tariff's impact.

This structured approach transforms passive video watching into an interactive learning experience that reinforces economic vocabulary, hones critical thinking, and contextualizes language through professional discourse, perfect for ESP learners pursuing economics.

Example 3.

Topic: What is the stock market, and how does it work?



Source: https://www.youtube.com/watch?v=9LBX7X46pP0&ab_channel=BBCNews

This BBC News YouTube segment examines a timely economic topic—most likely related to global markets, trade, inflation, or growth—delivered through expert commentary and supported by relevant visuals. As with other BBC economics videos, it offers authentic economic discourse that reflects real-world narratives of policymakers, analysts, or market reactions. Such content provides ESP learners with exposure to professional vocabulary like tariffs, inflation, market reaction, growth forecast, or similar terms, embedded within meaningful analysis and context.

In an ESP economics classroom, the video can be used in three pedagogical phases:

- a. Pre-Viewing: Introduce relevant economic terms anticipated in the video—for instance, economic forecast, supply chain disruption, inflation trend, tariff impact. Provide concise definitions to support understanding.
- b. While viewing, have students take structured notes focused on key arguments, illustrated data (e.g., inflation rates, trade statistics), and cause-effect relationships described in the narrative.
- c. Post-Viewing: Encourage learners to summarize the report in their own words, discuss the economic consequences referenced, or participate in role-play, such as analysts presenting the potential impact of the policies mentioned to stakeholders or clients.

Example 4.

Topic: The Disruptors: Money Changing



Source: https://www.youtube.com/watch?v=yTexqmnlArk&ab_channel=BBCNews

This video, titled “The Disruptors: Money Changing”, explores historical and modern transformations in finance and currency. It features authentic economic discourse through expert insights, narrative explanations, and visual representations of financial evolution. ESP learners

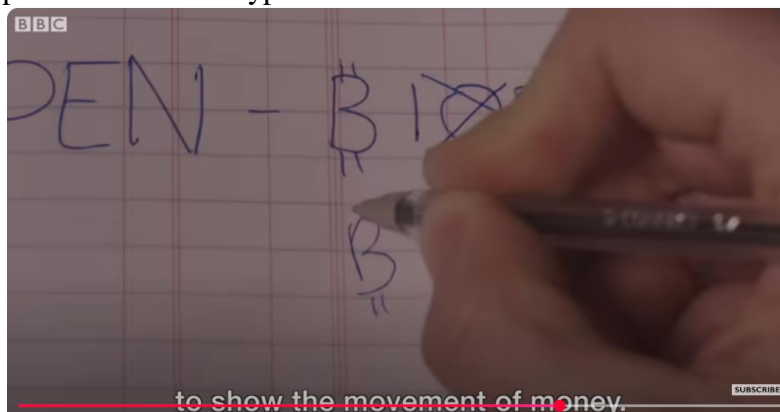
benefit from hearing terms like digital currency, currency exchange, financial innovation, and monetary systems used naturally within analysis and documentary storytelling.

In an ESP economics classroom, the video can be used in three pedagogical phases:

- a. Pre-Viewing: Introduce and define terms likely featured in the video—such as currency evolution, digital currency, inflation, exchange rate, and financial innovation—to prepare learners for the content.
- b. While viewing, Students take notes on key arguments (e.g., drivers of financial change), examples (such as historical currency forms), and quantitative references (like currency valuations or timelines). This helps reinforce both content retention and listening comprehension.
- c. Post-Viewing: Invite learners to summarize the video in their own words, discuss the economic implications of currency innovations, or role-play as financial advisors explaining evolving monetary systems to stakeholders.

Example 5.

Topic: Bitcoin explained: How do cryptocurrencies work?



Source: https://www.youtube.com/watch?v=SzAuB2FG79A&ab_channel=BBCNews

In this Bitcoin Explained segment, BBC News breaks down how cryptocurrencies function without relying on banks. It offers authentic economic discourse as experts discuss foundational concepts like decentralization, blockchain, and financial innovation. The video naturally embeds economic terminology within real-world explanations, making it perfect for learners studying economics-oriented English.

- a. Pre-Viewing: Introduce terms likely used in the video, such as cryptocurrency, blockchain, decentralization, transaction, and security. Provide clear definitions to support comprehension.
- b. While viewing: Students should take notes focused on how each term is used in context, identify important arguments (e.g., why central banks and third-party trust are bypassed), and note examples illustrating system mechanics.
- c. Post-Viewing: Invite learners to summarize the concept of cryptocurrency, compare it with traditional financial systems, or role-play as financial advisors explaining blockchain technology to clients.

Discussion

Authentic material is any content that is created for real-life communication rather than for language teaching purposes. It reflects the way language is naturally used by native or proficient speakers in genuine contexts, without being simplified or adapted for learners. This type of material presents language in its original form, complete with the vocabulary, expressions, and structures used in real situations. Examples of authentic materials include news articles from media outlets such as BBC News, YouTube videos, interviews, and documentaries. Other sources may include company reports, brochures, and financial statements, as well as advertisements, speeches, and social media posts. These materials represent genuine communication intended for an audience that shares the context and knowledge of the subject matter.

In English for Specific Purposes (ESP), authentic materials are highly valuable because they expose learners to real vocabulary and expressions used in their target field. They also present actual discourse structures and professional communication styles, enabling learners to observe how language functions in context. Moreover, authentic materials convey cultural and contextual nuances that are often absent in textbook examples, giving learners a more complete understanding of language use in professional and academic settings.

The findings of this research indicate that integrating authentic video materials, specifically BBC News economic reports, into ESP instruction creates a highly effective learning environment for economics students. Each of the selected videos provided learners with direct exposure to professional economic discourse, allowing them to experience how economic concepts are articulated in real-world contexts. The use of such materials bridges the gap between classroom learning and workplace communication by presenting both current issues and field-specific terminology in natural use.

Across all examples, the structured pre-viewing, while-viewing, and post-viewing framework proved critical to maximizing pedagogical value. Pre-viewing activities, such as introducing and defining economic terms, allowed learners to activate prior knowledge and prepare for comprehension. While-viewing tasks encouraged active engagement through targeted note-taking on key arguments, data, and economic indicators, ensuring that students processed the content meaningfully. Post-viewing activities transformed passive listening into active production, as learners summarized information, debated implications, or simulated professional roles like analysts and advisors.

The analysis highlights that authentic economic videos provide three significant advantages for ESP learners.

1. **Rich Vocabulary in Context**

Rather than presenting terminology in a disconnected list, the videos integrate words such as recession risk, market volatility, tariff, blockchain, and digital currency into real discussions and analyses. This contextual presentation allows learners to see how terms are naturally used in professional settings, which not only improves comprehension but also makes it easier to remember and use the vocabulary correctly in future communication.

2. **Multimodal Learning**

The videos combine multiple channels of information—spoken narration, on-screen graphics, and real economic data visualizations. For example, when a speaker mentions GDP growth, the video may simultaneously display a chart showing the trend. This integration of language and visuals helps students connect abstract economic concepts with concrete examples,

reinforcing both meaning and usage. Such multimodal input caters to different learning styles, benefiting both visual and auditory learners.

3. Real-World Relevance

The topics covered in these videos are directly related to current economic events and issues, such as trade policy changes, GDP forecasts, and the growth of cryptocurrencies. Because the content reflects actual developments in the global economy, learners gain insights that are immediately applicable in professional or academic contexts. This relevance not only increases motivation but also ensures that students are learning the type of language and discourse they are likely to encounter in real work situations.

4. Listening and Critical Thinking Skills Development

Authentic economic videos challenge learners to process real-time speech, accents, and varying speaking speeds, just as they would in professional contexts. This exposure strengthens active listening skills and encourages critical thinking, as students must interpret arguments, evaluate economic forecasts, and assess the credibility of different perspectives presented in the reports.

5. Cultural and Professional Discourse Awareness

Economic discourse often reflects the cultural and professional norms of the speakers. By engaging with authentic videos, learners observe how experts frame arguments, present data, and respond to questions in a culturally appropriate way. This helps them understand not just what to say, but how to say it in professional economic contexts, which is vital for effective communication in global business environments.

6. Integration of Language and Content Learning (CLIL Approach)

These videos naturally align with the principles of Content and Language Integrated Learning (CLIL), where students learn subject-specific content (economics) through the medium of English. This dual focus ensures that learners acquire both disciplinary knowledge and the language skills needed to operate effectively in the field.

Furthermore, the diversity of video topics—ranging from macroeconomic forecasts to cryptocurrency—ensured that learners encountered a broad spectrum of economic discourse styles. This variety is essential in ESP contexts, as it prepares students to navigate different genres of professional communication, including policy briefings, market analyses, and technological innovations in finance. Overall, the use of BBC News economic videos as authentic materials aligns with communicative and task-based learning principles, supporting both language development and subject-matter expertise. These materials not only improved students' vocabulary and listening comprehension but also fostered higher-order skills such as analysis, evaluation, and professional presentation—abilities that are crucial for success in the economics.

4. CONCLUSION AND SUGGESTION

Conclusion

Authentic materials are real-life communication resources created for purposes other than language teaching. They present language in its original form, reflecting the way native or proficient speakers use it in genuine contexts. Examples include news articles, YouTube videos, company reports, speeches, and advertisements. Such materials expose learners to authentic vocabulary, discourse structures, and cultural nuances that are often absent in textbooks. In English for Specific Purposes (ESP), authentic materials are particularly valuable because they

demonstrate how professional communication operates within a specific field, allowing learners to experience language in its real-world context.

This research explores how YouTube can be used as a source of authentic economic discourse for ESP learners, particularly in the field of economics. The main data source was economic news videos from the BBC News YouTube channel, specifically those accessible via BBC News Economy Search. The official BBC News website at <https://www.bbc.com/news> also provided additional economic news articles and related video content for reference. By analyzing BBC News economic videos, the research ensured that learners were exposed to real professional communication while also engaging with current and meaningful economic topics.

The findings of this study show that integrating BBC News economic videos into ESP classes can effectively bridge classroom learning with workplace communication needs. These videos provide learners with direct exposure to current economic issues, expert analysis, and field-specific terminology, enabling them to develop both language proficiency and subject-matter knowledge simultaneously. Using a structured framework—pre-viewing, while-viewing, and post-viewing—ensures that students are well-prepared before watching, actively engaged during viewing, and able to apply knowledge afterward through discussion, summarization, or role-play.

The analysis identified six main benefits of using such authentic videos. First, they offer rich economic vocabulary in context, embedding terms like recession risk, market volatility, tariff, blockchain, and digital currency into meaningful narratives, which enhances comprehension and retention. Second, the videos provide multimodal learning experiences by combining spoken narration, on-screen graphics, and real economic data visualizations. Third, they present content that is highly relevant to real-world economic developments, ensuring students learn language that is directly applicable in professional contexts.

Additional benefits include the development of listening and critical thinking skills, as students must follow real-time speech, interpret economic forecasts, and assess arguments from various perspectives. Learners also gain awareness of cultural and professional discourse norms, observing how economic experts present data, frame arguments, and communicate within formal contexts. Finally, the integration of language and content aligns with the principles of Content and Language Integrated Learning (CLIL), ensuring that students acquire both disciplinary knowledge and the English skills necessary to operate effectively in the economics field.

The diversity of topics presented in the videos—from macroeconomic forecasts to cryptocurrency—ensures that learners are exposed to a wide range of professional communication styles. This variety prepares them to navigate different genres of economic discourse, including policy briefings, market analyses, and technological innovations in finance. Overall, BBC News economic videos serve as an effective tool in ESP instruction, enhancing vocabulary, listening comprehension, analytical thinking, and professional presentation skills essential for success in economics-related careers.

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Suggestion

Based on the findings of this study, it is evident that integrating YouTube—particularly BBC News economic videos—into ESP economics instruction provides substantial benefits for learners. The use of authentic materials not only exposes students to real-world economic discourse but also enhances their professional vocabulary, listening comprehension, and critical thinking skills. To ensure that these benefits are fully realized in both classroom and independent learning contexts, several practical suggestions are proposed for educators, learners, and curriculum developers.

Based on the research findings, several suggestions are proposed to optimize the use of YouTube, particularly BBC News economic videos, in ESP economics instruction. 1) ESP instructors should integrate authentic economic videos regularly as a core element of classroom activities, enabling learners to become accustomed to professional discourse, specialized vocabulary, and real-time economic discussions. 2) A structured viewing framework—comprising pre-viewing, while-viewing, and post-viewing phases—should be implemented to guide learning. Pre-viewing activities can introduce key economic terminology, while-viewing tasks should focus on identifying main ideas and relevant data, and post-viewing exercises should encourage application through discussions, summaries, or role-plays. 3) Diverse economic topics, including global economic forecasts, trade policies, financial markets, and emerging technologies such as cryptocurrency, should be selected to expose learners to various genres and styles of economic discourse. 4) Learners should be encouraged to engage in independent learning by exploring the BBC News YouTube channel and other credible economic news sources outside class, fostering autonomy, enhancing listening skills, and reinforcing vocabulary acquisition through self-directed practice. 5) Finally, assessment should address both

language and content progress, measuring vocabulary retention, listening comprehension, and the ability to analyze, interpret, and present economic information in professional English, ensuring growth in both linguistic and subject-specific competencies.

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