



The Effectiveness of YouTube-Based Instruction in Teaching Speaking: A comparative Study

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**فعالية التعليم القائم على استخدام منصة يوتيوب
في تدريس مهارة التحدث : دراسة مقارنة**

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Abstract

Given the rise in the use of digital media in classroom is vital. Nowadays schools are competitive to implement and use the valuable free rich information from Internet in the educational situation. Youtube is ment to be a privilege addition especially for the private schools. Hence this research seeks to find out if there is any positive impact in using You Tube in language teaching, particularly, improving students' oral communication skills as opposed to the traditional way of teaching. This study is limited to al-Shuruq primary public school in Maysan, during the academic year 2023-2024. The research is conducted using the experimental research design, where the participants are divided into two groups; the experimental group, which learns through the YouTube videos and the control group, which learns through the normal classroom teaching methods. The data collection technique includes use of pre-tests and post-tests on the speaking skills as well as observational checklists and students' engagement forms to measure how engaged they were during the intervention. Statistical analysis is used to quantify the change in improvement of the speaking skills, the level of engagement as well as the confidence of the two groups of participants. The results of this research shows a significance difference between the experimenatl group post-test score 85.0, in comparison with the mean score of the control group which was 70.0 which means that the application of YouTube videos provides for interactions enhances the dynamic aspect of language learning in that learners can see real language in action and reproduce it without limitations to time or to context.

Keywords: YouTube, Based instruction, Speaking skill, Comparative study



المستخلص

نظرا لزيادة استخدام الوسائط الرقمية في الفصول الدراسية ، اصبح امر حتمي اعتماد بعض هذه التقنيات الحديثة في التدريس. في الوقت الحاضر، تتنافس المدارس علي تنفيذ واستخدام المعلومات الغنية المجانية المتوفرة عبر الانترنت في المواقف التعليمية، ويعتبر موقع "يوتيوب" اضافة متميزة خصوصا للمدارس الخاصة ، لذلك يسعى هذا البحث الى معرفة ما اذا كان هنالك تاثير ايجابي لاستخدام موقع "يوتيوب" كأداة تعليمية ، خاصة في تحسين مهارات التواصل الشفهي للطلاب مقارنة مع اقرانهم مستخدمي الطريقة التقليدية في التدريس .

حددت هذه الدراسة مدرسة الشروق الأبتدائية الحكومية في ميسان للعام الدراسي 2023-2024 كنموذج لأجراء البحث، حيث تم استخدام التصميم التجريبي في البحث وقسم المشاركين الى مجموعتان تجريبية وضابطة، تم فيها تطبيق التعلم بأستخدام إحدى قنوات موقع يوتيوب على المجموعة التجريبية واعتمد المنهج التقليدي في التدريس المجموعة الضابطة داخل الفصل .

شملت تقنية جمع البيانات استخدام اختبارات قبلية وبعدي لقياس مهارات التحدث، بالإضافة الى قوائم المراقبة ونماذج تفاعل الطلاب لقياس مدى تفاعلهم أثناء التدخل التعليمي. أثناء استخدام التحليل الاحصائي تم قياس مدى التحسن في مهارات التحدث ومستوى التفاعل والثقة لدى المشاركين في كلا المجموعتين .

تقدم نتائج هذا البحث رؤى وحلول تعليمية حديثة لتدريس اللغة الانكليزية كلغة أجنبية على المستوى الابتدائي فيما يتعلق باستخدام الوسائل السمعية والبصرية ودورها في تشجيع المتعلمين على التحدث ومدى فعاليتها تظهر نتائج هذا البحث وجود فرق دال إحصائياً بين درجة الاختبار البعدي للمجموعة التجريبية التي بلغت 85.0، مقارنةً بمتوسط درجة المجموعة الضابطة الذي بلغ 70.0. وهذا يعني أن استخدام مقاطع فيديو اليوتيوب التي توفر تفاعلات يعزز الجانب الديناميكي لتعلم اللغة، حيث يمكن للمتعلمين رؤية اللغة الحقيقية أثناء الاستخدام وإعادة إنتاجها دون قيود تتعلق بالوقت أو السياق.

الكلمات المفتاحية: يوتيوب، التدريس القائم على الوسائط ، مهارة التحدث،

الدراسة المقارنة



1. Introduction

The last years have witnessed an increasing diffusion of digital technology within the educational field, resulting in the enhancement of conventional learning settings through the introduction of new methods of stimulation and active participation of the content recipients. One of the leading resources is, of course, YouTube which has already found its application in many branches of education. Video-based materials, in particular, which are characterized by the dual input which is vital in learning to speak, have been very useful in language acquisition processes. Given the fact that most of the primary school children are nowadays quite familiar with digital content, it is no wonder that the idea of using YouTube channels to teach children has become popular. In fact, there are already specific YouTube channels designed for the age group, one of them being: “Play with Me.” It is characterized by lively content which is active and engaging — fostering language development, particularly in speaking, which is an activity that requires much modeling and practice.

In most primary schools, conventional techniques for teaching languages to students are often excessively text-oriented with little emphasis on interactive aspects that are important for stimulation of young learners’ interest. These techniques can be discouraging at times, for instance, in the case of speaking skills where engagement and exposure are essential.

to natural language use are crucial. In contrast, YouTube-based instruction offers an interactive alternative by immersing students in real-life communication contexts, modeling pronunciation, tone, and conversational flow. However, limited research has focused on the effectiveness of YouTube-based instruction compared to traditional methods for developing speaking



skills among primary school students. This study seeks to bridge this gap by examining whether YouTube content, particularly through the “Play with Me” channel, can improve speaking skills in primary students more effectively than traditional instruction.

1.1 Statement of the Problem

Although there is a growing fascination with digital applications in the educational context, not much research has been done exploring language acquisition among young learners, especially in speaking, where the effects of such technologies are presumed to be the most disruptive. Primary school pupils rarely speak fluently and confidently in class, and conventional ways of teaching often do not provide immersive and sufficient exposure experiences. This study focuses on the concern of unenhanced speaking skills in primary language education by assessing the effectiveness of instruction using YouTube in this context.

1.2 Aims of the Study

1. Evaluating how effective is YouTube-based instruction in improving the speaking skills of primary school pupils.
2. Utilizing the "Play with Me" YouTube channel as a material for instruction in this study.
3. Contrasting assessment results between YouTube-based instruction and ordinary classroom approaches.
4. Considering three aspects which are motivation to learn, understanding of language, and confidence in Speaking.
5. Explaining the possible ways of using YouTube in the primary language classroom.



1.3 Hypotheses

To achieve the study aims, the following two null hypotheses have been formulated:

- 1- There is no statistically significant difference between the performance mean score of the learners in the experimental groups (YouTube-Based Instruction) technique and the control group in speaking post-test.
- 2- The You-tube instrucional group will exhibit and encourage higher engagement and motiovation than orthodoxy section.
- 3- It is expected that students You Tube-based instruction will be more confident and fluent in performing speaking tasks than those studying in the conventional way.

1.4 Significance of the Study

This investigation is of crucial practical value to educators and curriculum designers who are on the lookout for pertinent techniques to improve the speaking skills of primary language learners. In assessing the effects of instruction through the YouTube platform, mainly the 'Play with Me' channel, this research provides information on the perspectives on how digital resources can be elevated to act as supplementary to the traditional teaching methods. The results of this study and its findings will perhaps prompt the most language educators to make use of YouTube as a productive source for teaching languages, especially for the speaking skills of the students. Further, this research also addresses the gap in scholarship on the use of learning tools through the Internet, and establishes the basis for additional research on the use of multimedia in teaching young learners.



1.5 Limits of the Study

The study is confined to Shuruq Primary school which is located in Maysan District for the 2023-24 academic year and across some specific age groups , it will dwell on examination of speaking skills as the main dependent variable of this study. The study relies on “Play with Me” YouTube videos only which may restrict the conclusions of this research to other YouTube channels or even differnt digeital media. Moreover, even though this research examines the relative effectiveness of YouTube-based instruction and traditional instruction, other relevant factors that may have an influence such as the language environment at students’ homes and the preferences of individual students, are not considered.

1.6 Definition of Terms

1.6.1 YouTube-based Instruction:

It has been characterized as a pedagogical strategy that relies mainly on the use of YouTube videos to present educational material and facilitate learning experiences (Alwehaibi, 2015; Hafner and Miller, 2011). This technique has shown encouraging results in the area of foreign language acquisition as it provides multimodal input combined with the use of engaging video materials that contain authentic language.

1.6.2 Speaking Skills:

Oral communication skills encompass many factors such as invective, intonation, diction, and most importantly, self-assurance. Language use and speaking fluency go hand in hand, and in order to reach such a level of proficiency, one must engage in constant and dynamic practice of speaking skills (Richards, 2008; Thornbury, 2005).



2. Theoretical Background

2.1 Social Learning Theory

Social Learning Theory is a learning theory proposed by Albert Bandura in (1977) that focuses on the importance of observation, imitation, and modeling in the learning process. This theory proposes that new skills and behaviors can be learned from watching others, understanding what they have seen, and performing these actions in the right situation. This process of learning by observing or modeling others is especially true for verbal communications acquisition – as learners get to hear these without difficulty in actual language usage. When students observe native speakers, they see real-life usage of all aspects of language, including but not limited to pronunciation, vocabulary, grammar and intonation. In this way, learners get to practice their language skills in a real life context, without any artificiality courtesy of such examples.

In a classroom context, the Social Learning theory lends itself to suggestions of lessons which are interactive where students listen to a language or the corresponding action and try to recreate it. Nevertheless, teaching describes the YouTube in many activities beyond the above by including elements of resources with different native speakers of different aspects. Language learning channels like “Play with Me”, teach learners in a learningful way authentic ackwu and keeps the learner interested. See Figure (1)

Learning these nonverbal cues from watching native speakers on Youtube is especially beneficial to students seeking to improve their oratory skills since such skills will not be easy practicing with the instructor only (Bandura 1977). This theory rests on the significance of more interaction as well as more practice aimed at language learning, which is necessary and fundamental in attaining fluency. YouTube enables students to watch videos several times, which is an



2.2 Multimedia Learning Theory

Both engaging and interesting narration with effective graphics or animations brings about better understanding as compared to just thumbing lazily through printed materials. Multimedia Instructional Design has great significance to the use of YouTube as a learning tool because where instructions are needed, the clip contains speech, photographs, 'texts' and video, engaging in providing a wide array of learning assistive resources. The Bilateral processing of information espoused by Multimedia Learning Theory is also in tandem with the requirements of language learners who are best able to learn a language when they are able to see it and hear it being spoken. For instance, a student who uses YouTube to look for a video where a speaker poses a question is able to audibly listen to the speaker pronouncing the words, and at the same time see the face and gestures of the speaker. This healthy mix of different sources of information helps students relate sounds to words and even words to their corresponding feelings and interactions. Describing media as 'the words plus the visual images and sounds with which the words are set' Mayer (2001) notes that presenting verbal and non-verbal messages in a way that does not enhance learning in 'a bottom' auditory merging such that all the channel of communications are connected. YouTube channels designed for children, "Play with Me" for instance, incorporate these ideas by providing entertaining and simple to grasp... (the rest of the text is missing) This is achieved through the use of stories, cartoons, and interactive activities that help to engage the students while teaching the language in small, easy to understand and relatable portions. The concept of "cognitive load" was introduced by Mayer & Moreno (2003) who extended Multimedia Learning Theory and stated that excessive



information processing due to its poor arrangement would not be beneficial to the learning process. This is an often utilized feature of many educational Youtube channels in which only one aspect of the language or one word explanation is targeted in each clip preventing the learners from being bombarded with too much information. This focus enables the primary school learners to work on a given aspect of the language system e.g. pronunciation, vocabulary enhancement or sentence construction without distraction and therefore improve their understanding and consequently retention of information.

2.3 Digital Media in Language Acquisition

In the recent past, there has been a radical transformation in the provision of education owing to the increasing use of information technology, focusing on the acquisition of languages as well as improving the strategies relied upon in teaching. More and more, instructors and scientists begin to include such audiovideo resources, as Youtube, as a means of addressing the students and developing their linguistic abilities. It has been indicated in recent studies that the use of instructional multi-media resources especially videos pays off mainly when teaching languages to children where interactivity, several modes of engagement and availability eases the process (Alwehaibi, 2015; Hafner & Miller, 2011). Given that the majority of the world's population and even schoolchildren in many countries enjoy Youtube, the language teacher has a wonderful chance of expanding the scope of what they want their learners to listen and speak to include varying language models, different accents, and even styles of communication which is very crucial in fostering speaking competencies.



The diverse and wide selection of materials on Youtube offers different types of language inputs to the learner, ageate, and enriches the language experience through varying language speeches, tones, and cultures. For pupils in the primary stages of schooling, the acquisition of a foreign language is more than just knowing its grammar and vocabulary, it is also about understanding the prosody and national cultural aspects. The nature of YouTube content often makes it possible to hear the language as it is usually spoken in the streets, allowing learners to appreciate the use of language in its social setting. (Zhang, 2020). For example, kids' shows like 'Play With Me' are cut out for kids and offer themes, graphics, and Characters that are age appropriate. Such content fosters the development of healthy attitudes towards language learning, allowing learners to use language in a less serious manner, as relaxation and play, while achieving certain educational goals through entertainment (schoole, 2012).

The influence of digital media on second language acquisition is also explored in terms of the ways it helps learners become less dependent and more motivated. In their study, Hafner and Miller (2011) observe that the use of multimedia materials increases the agency of the learners since they can start, stop and engage with the learning materials as and when they desire. This is particularly useful for language learning since this skill requires mastery through the use of and practice of the language over a period of time. In the case of instruction through YouTube, learners have the content at their own disposal as many times as they want, which, in turn, helps reinforce certain language structures and corrects the pronunciation. Interactive content of the digital media is suggested to create more impetus for young learners by (Alwehaibi,2015) and (Kim,2012) as the process of learning through such media is less formal and engaging than standard lessons.



2.4 Speaking Skills and Language Development

One of the most important skills in learning any language is speaking; it is how learners convey their ideas, carry out relevant discussions and communicate effectively in most situations. The aspect of speaking in language learning is as essential as the other linguistic skills, since it goes beyond the verbal production of language. It has been said by Richards (2008) and Thornbury (2005) that speaking consists of these factors: pronunciation, fluency, vocabulary, and most importantly, the willingness to communicate instantly. It is through the teaching speaking aspects that a learner is able to socially interact, discuss academic issues and defend opinions or arguments. For that reason, the teaching of speaking skills demands the use of techniques that encourage extensive conversational and cycles of practice in realistic practice settings. However, conventional classrooms hardly provide such immersive and engaging environments that support such learning. Hence, it is not a surprise that practitioners nowadays embrace more and more portability of materials, especially digital ones such as YouTube, which help students use language in real-life situations. Over the recent years, YouTube has also become very popular in education as there is a huge collection of videos that illustrate how a target language can be used in real life, different dialects and cultures. These ways engage students in a way that is not possible in a traditional approach where they can only watch and speak the language. (Richards, 2008; Thornbury, 2005).

The interactive nature of YouTube is especially helpful for those learning a new language. Learners can view the videos at their convenience, stopping and rewinding certain parts in order to comprehend and remember the content better. This kind of active interaction with the material is very important for the speaking abilities, as students can easily work on their



pronunciation, intonation or rhythm without the fear of being ridiculed. Video contents also have verbal and non-verbal cues that make the learners learn how language structures and vocabulary are used in scenes, enabling them to recall and use those aspects in their speech easily. For instance, in channels like, “Play with Me,” children are exposed to different language structures that show how language is used in real life, which in turn supports good language development and use rap between kids in primary schools.

3. Methodology

3.1 Research Design

An experimental research design was applied to two groups: one experimental group which received YouTube-based instruction through the “Play with Me” channel and one control traditional classroom instruction only group. This design permits assessing two different teaching methods on speaking skills of the students.

3.1.1 Experimental Group:

The students were introduced to engaging and child-friendly teaching content through the “Play with Me” YouTube channel which is used as a pedagogical tool for helping teach speaking skills to young people by providing fun and engaging educational content. Such channels present organized forms of entertainment that aid in language acquisition in various forms (Kim, 2012; Zhang, 2020).

which promotes learning behaviors.

3.1.2 Control Group:

Children were taught in a conventional way, which included a classroom setting, a teacher controlling the work, functional elements, such as homework speaking exercises, role plays and conversations with the children.



3.2 Procedures

The research took place with the primary school pupils who are attending the English classes within al-Shuruq Primary School located in Maysan. The sample comprised 60 participants where 30 students were assigned to the experimental group and 30 students were assigned to the control group. For the purpose of adequate access to study subjects and the uniformity in the study, participants were recruited from a single primary school using a convenient sampling technique.

3.2.1 Experimental Group

The group of students who availed the language instruction from the 'Play with Me' Youtube channels was regarded as the experimental group. This channel is aimed at very young learners, and therefore, it includes entertaining and educative child-centered content, which facilitates language learning through play and interaction. Teaching in this group was framed around several major aspects:

1. **Content Selection:** For the purpose of the experimental group, the videos selected for the students worked out a number of topics related to the students' interests as well as language learning goals. The contents included teaching vocabulary, pronunciation, and common speaking phrases in an entertaining way. Each class segment consisted of viewing certain video clips and engaging students in directed conversations related to the video content aimed at capturing students verbalizing their opinions and feelings.
2. **Interactive Learning Activities:** The students took turns after viewing the videos and before engaging in certain inclinations. These included a class discussion, reenacting video scenes, and



playing language enhancing competent games. For example, the students would imitate the content of existing videos or 'invent' their conversations or characters based on the content of the videos in language use promoting and language fostering appropriate conditions.

3. Exercises and Practice: Understanding the sphere of language acquisition and the importance of constant reinforcement, the instructional design incorporated the possibility of several viewings of certain videos in the course of the study. This way, students could get used to speaking practice without the fear of making mistakes with the language structures. Teachers also encouraged students to repeat difficult phrases and sentences after the video came to pause, which helped boost the students' confidence to speak.
4. Social Interaction: Speaking training was also promoted through pair or group work activities since students were asked to do those activities in pairs or groups. This way, they were able to practice the language, get feedback from other people right away, and feel more comfortable with the language being spoken. The social learning environment was also evident as it enabled the learners to relate to one another and assist one another in the process of learning the language.

3.2.2 Control Group

The control group was given an education in its traditional form in which the instructor guided students through several speaking activities including structured speaking tasks, role-play as well as discussions. The following was part of the instruction of the control group:



1. **Structured Curriculum:** The control group had a curriculum that was articulated in a way that enhanced speaking skills through direct teaching. Lessons involved grammar, vocabulary, and speaking techniques with the aid of textbooks and printed materials as the core sources. Therefore, this approach provided a means of achieving accountability in that it clearly stated the desired learning outcomes and the means of measuring the learners' progress.
2. **Teacher-Led Instruction:** Most of the instruction given in the control group was teacher-dominated. Educators taught new vocabulary and new structures of grammar using direct instruction, followed by guided practice. Speaking activities were designed in a way that students were given typical scenarios and asked to do a role play where they practiced speaking skills in a controlled environment.
3. **Focus on Assessment:** The participants in the control group were also assessed frequently in order to track their progress in speaking. These included formal speaking tests in which students were required to speak in front of the teacher and class mates. There were feedbacks given but the chances for interactions at that point in time and with colleagues were not so much available as it was in case of the experimental group.
4. **Repetitive Drills and Practice:** constitutes an orthodoxy of teaching which aimed at reinforcing language structures with repetitive practices. Most students would practice conversation with each other in pairs under the teacher's watchful eye though their conversation was more restricted and less spontaneous than that of the experimental group. A lot of emphasis on correct speaking inhibited opportunities for any creative expression.



3.3 Data Collection and Analysis

Information was gathered using a set of tests administered before and after the intervention aimed at measuring the level of speaking skills in the participants of both groups. The speaking tests evaluated speech sound, the rate of speech, the choice of words, and the general ability of a person to express himself or herself in speaking. These tests were completed by the students, prior to and following the teaching period so as to balance each teaching method against its effectiveness.

1. Pre-Test and Post-Test: Control and experimental groups administered speaking skills test to each participant before the implementation of the intervention to measure gross speaking proficiency. The same test was administered at the end of the intervention to assess gains made and iteration of results for the two groups.
2. Qualitative Feedback: Alongside the above quantitative measures, qualitative feedback was also collected in the form of student interviews and classroom observations. This feedback elaborated on several aspects including students' attitudes toward the instructional strategies, their level of participation, and how well they spoke. These qualitative results supported the findings and by doing so, added layers to the students' experiences in both types of instructions.
3. Statistical Analysis: The scores obtained in the pre-test and post-test conditions were subjected to statistical analyses to check if there were significant differences in improvement in the speaking skills of the students in the experimental and control groups. Such analyses involved looking at means and standard deviations, assessing statistical significance by calculating effect sizes, and applying t-test comparisons especially on the impact of YouTube-based instructions and classroom-based ones.



3.4 Data Analysis

Data analysis involved comparing pre-test and post-test scores for both groups to determine the effectiveness of each instructional method. The analysis was conducted as represented in Table (1) below.

Table (1) The mean scores and standard deviations

<i>Group</i>	<i>Pre-Test mean scores</i>	<i>Pre-Test standard deviation</i>	<i>Pro-test mean score</i>	<i>Pro – test standard deviation</i>
<i>Experimental group</i>	<i>60.0</i>	<i>5.0</i>	<i>85.0</i>	<i>6.0</i>
<i>Control group</i>	<i>62.0</i>	<i>4.5</i>	<i>70.0</i>	<i>5.5</i>

Table (1) presents a considerable gap in the development of the speaking skill between the experimental group and the control group as shown in their pre-test and post-test average means. For instance, the experimental group began its pre-test with a mean score of 60.0 (SD = 5.0) and showed a remarkable post-test development to a mean score of 85.0 (SD = 6.0), showing that there was a gain of 25 points that can be attributed to the YouTube based instruction. On the other side, the control group that had a mean pre-test score of 62.0 (SD = 4.5), which was even higher, raised their mean post-test score only slightly to 70.0 (SD = 5.5), giving a minimal gain of 8 points. As shown in Table (2) that the you-tube based instruction is an effective method of improving speaking skills to primary school children while in all other traditional ways of teaching caused very little progression in the speaking skill.

Table (2) The improvement in speaking skills

<i>Group</i>	<i>Pre-Test mean scores</i>	<i>Pro-test mean score</i>	<i>Improvement</i>	<i>Percentage improvement (%)</i>
<i>Experimental group</i>	<i>60.0</i>	<i>85.0</i>	<i>25.0</i>	<i>41.67%</i>
<i>Control group</i>	<i>62.0</i>	<i>70.0</i>	<i>8.0</i>	<i>12.97%</i>



3.5 Inferential Statistics

In order to evaluate the presence or absence of statistical significance in the outcomes of speaking proficiency from the experimental group (YouTube-based instruction) and control group (traditional instruction), an independent samples t-test was employed. This helped us to establish how different the instructional methods were on the improvement of students' speaking skills.

3.5.1 Results of the Independent Samples t-Test

3.5.1.1 Hypothesis:

Table (3) and Figure (2) present the statistical analysis of the mean scores for both groups in statistical and visual format. The Null Hypothesis (H0): supposed that there is no significant difference in speaking proficiency between the experimental and control groups. While Alternative Hypothesis (H1): There is a significant difference in speaking proficiency between the experimental and control groups.

Table (3) Statistical Analysis Summary

Group	Mean score (post-test)	Standard deviation	Sample size (N)
Experimental group	85.0	6.0	30
Control group	70.0	5.5	30

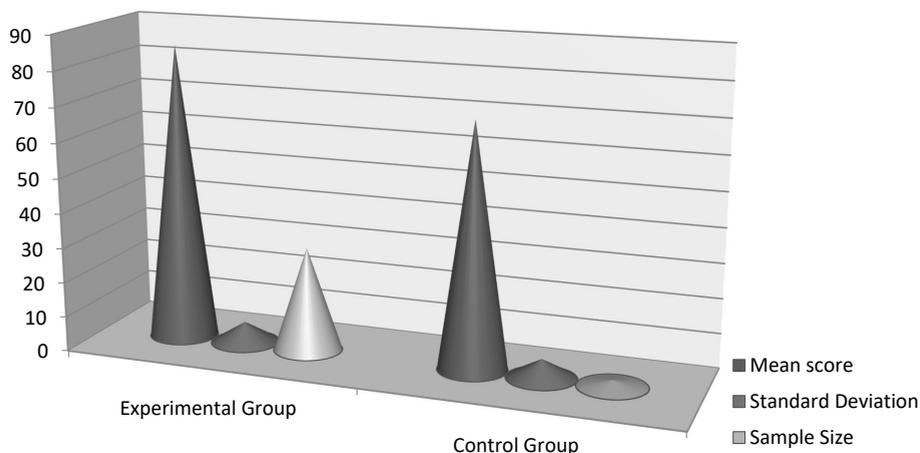


Figure (2) Statistical Analysis Summary

The results of the t-test demonstrated the presence of a difference in speaking competence of the two groups—the experimental and control one. The t value was 8.14, which exceeds the critical t-value at a 0.05 level of significance as well. The p-value was found to be lower than 0.001, which is much smaller than the typically used alpha level of 0.05 implying that we rejected the null hypothesis.

The independent samples t-test expressed a most significant difference in speaking proficiency levels between the control and the experimental groups. The experimental group, which incorporated instruction based on YouTube through the "Play with Me" channel, recorded a mean post-test score of 85.0, in comparison with the mean score of a control group which was 70.0. This suggests videos designed with Youtube could be a good strategy in teaching primary school pupils speaking skills as also described in descriptive statistics



3.5.1.2 Qualitative Analysis

To further understand the impact of YouTube-based instruction on student engagement and responsiveness, observational data were collected using a checklist. The checklist focused on various behavioral indicators, such as attentiveness, participation, responsiveness to questions, and confidence in speaking and as seen in Table (4) , observations were conducted during the instructional sessions for both the experimental and control groups.

Table (4) the main engagement and responsiveness indicators used for observation

Indicator	Description
Attentiveness	Students remain focused on the task without distractions
Participation	Students actively participate in discussions and activities
Responsiveness to questions	Students answers questions promptly and thoughtfully
Speaking confidence	Students speak clearly and with confidence

The information in the table demonstrates important contrasts in the student engagement and performance indicators with the use of learning and teaching techniques. With regards to attentiveness, for instance, students subjected to YouTube ‘device-based’ instruction were found to perform the tasks at hand more reliably, perhaps because of the attractive features of the device that mitigates other distractions. Such students did not seem as sedate either as participation for these students is said by the very interactive and entertaining nature of YouTube videos resulting in an active participation in related follow up discussions and activities. When it comes to responding to inquiries, students from the experimental group were believed to respond quicker and more correctly in regards to the



content, perhaps owing to the content style which was warm and familiar to the audience. It could be argued that these scenarios – relatable with the students – could allow for understanding and memory retention that is quicker from how the information has been exposed. Lastly, in the aspect of speaking confidence, students who learnt from YouTube have shown fluent and confident speech. It can be assumed that having access to the videos of native speakers encouraged the correct pronunciation and speaking style that later helped them in the speaking practice encouraging their confidence. The above comparison indicates that having students educated through Youtube may increase their engagement, responsiveness, and perhaps confidence, making such a method a worthy consideration in teaching a primary language.

Table (5) Pattern and frequency of engaged behaviors across the four indicators.

Group	Attentiveness (%)	Participation (%)	Responsiveness to questions (%)	Speaking confidence
Experimental group	90%	85%	80%	78%
Control group	70%	60%	65%	55%

From the data presented in the Table (5) it can be seen that there is a great divergence of engagement and speaking skill development between the control group and the experimental group and it is noticeable. This evidence suggests that there is no any influence among the students from CEV whom you to based learning was introduced physical that the experimental group showed most active because attained to 90% attentiveness 85% participation 80% responsiveness upon questions asked 78% speaking confidence. This shows that instructional delivery of content using YouTube especially one that is interactive will help the students to be



attentive all the time as they will in turn want to participate actively for the whole period as they will be more interested in the rich content and good examples offered by the instructor. However, the group which was simply taught that is the control group recorded lower scores in all the indicators with attention being 70%, participation being 60%, questionnaire answered being 65% and the speaker confidence at 55%. This translates that engaging students in such activities with the conventional approach may take a longer time than necessary, especially while trying to get the pivotal focus of the students for effective learning of a second language. Shockingly, there is also a wide gap in terms of the confidence in speaking measured suggesting that the use of YouTube instruction materials has a better provision of role models and situations where speaking is necessary for the learners enhancing their confidence and fluency. All in all, these findings provide insights on the fact that YouTube instruction has good use in enhancing an environment where skills of speaking are practiced rather than the traditional methods of teaching.

4. Discussion of the Results

The data obtained from the study suggests that the use of Youtube-based instruction aided through the channel 'Play with me' is more beneficial in improving the speaking skills of primary school pupils as opposed to classroom instruction. The quantitative data proved that the experimental group, which was instructed using the YouTube channel, was superior to a control group in many aspects that include post-test speaking scores, attentiveness, participation, responsiveness to questions, and confidence while speaking. The better performance of the experimental group indicates that the content with images in conjunction with sound enhances the focus



of the students and appeals to their participation in the lesson which makes learning enjoyable and effective. Watching and mimicking native speakers on YouTube also equipped the students with phonetic and linguistic templates, perhaps explaining their better language skills including speech, pronunciation, and decorum. These concepts are also complementary to Social Learning Theory which argues that learning takes place via observation and replication, and to Multimedia Learning Theory which recommends the use of pictures and sounds in order to enhance understanding and recall.

Qualitative observations also backed these, in that members of the experimental group showed higher levels of enthusiasm, were more willing to participate and answered questions with confidence. YouTube based instruction creates a safe appealing learning environment for children enabling use of the language in a more realistic and interactively engaging way which in some cases is restricted in the conventional environment.

5. Conclusion

There were enormous differences in the performance indicators. The experimental group was attentive, active, responsive to questions, and confident in their speech. These results are consistent with some of the evidences supporting Social Learning Theory and Multimedia Learning Theory. The application of YouTube videos provides for interactions that enhance the dynamic aspect of language learning in that learners can see real language in action and reproduce it without limitations to time or to context. Here, this research emphasizes how important it is to have non printed resources in the effective teaching of which assigns strategic importance to the development of language skills.



To sum up, in primary language instruction integrating YouTube as a method of teaching has a very powerful impact on improving the speaking skills of students especially because it provides children with the motivating interactive tool that encourages active involvement. The article also recommends that such teaching approaches be considered in addition to organically existing ones for primary language instruction in order to beautify the process of learning as well as to enhance language learning for the children. There may be suggestions for further research to look into the effects of language learning through such YouTube experiences for longer periods of time and for other ages and language levels as well.



6. References

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