

Impact of a YouTube Channel on ESL Students' Oral Skills in a Peruvian Higher Institute

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Abstract

According to experts and stakeholders, speaking English language skills are the most complex to learn and teach. Likewise, these skills are necessary and mandatory in this globalized world. One common strategy to overcome these difficulties is outside classroom activities such as recording videos and then comment them. In this way, the present paper presents the results of a YouTube channel project on Peruvian ESL students' speaking skills in a higher technological institute. In addition, the perception and views of making and commenting on videos on a YouTube channel were researched bearing in mind three factors: oral skills, psychological aspects, and time availability. Therefore, a mixed-methods approach was applied to achieve these goals, and the data was gathered from 51 accounting students. A pre-experimental design was carried out to establish the YouTube project's effects on oral skills, for this reason, a pre and post-test were carried out, moreover, a survey with 5-point Likert-type and open-ended questions was completed by the mentioned students and conducted immediately after the project. Among the highlights of the results were the meaningful improvement in these students' oral skills on one hand, and on the other, positive perceptions about the completed project were noticeable.

Keywords: comments on videos, self-recording videos, speaking skills, youtube channel.

1. Introduction

For some time, it has been noted that young people in Peru have a variety of difficulties in learning English, this could be attributed to social differences in education (Torero et al., 2012), or the lack of need to learn English, as happens in the Peruvian Andes, where people is not interested to learn a new language because they can subsist thanks to agriculture (Niño–Murcia, 2003). Nevertheless, their commercial opportunities and economic growth would improve if they communicated in English, as Lynch & Alfaro (2012) mention. Furthermore, many of these Peruvian young people know limited employment possibilities if they do not master English, meaning that speaking this language is a prerequisite to achieving the desired job. Then Peruvian higher education institutions are committed to students, promoting inside and outside classroom activities to enhance English language skills, focusing mainly on speaking skills before writing, reading, and listening (Kassim & Ali, 2010). In this way, the Peruvian Ministry of Education fosters a variety of strategies to overcome common student challenges to ensure English skills mainly oral ones as Yu et al. (2022) or Criollo-C et al. (2022) mention in their studies, where is essential today the presence of technology. For that matter, there is significant literature on how technology has a positive impact on the teaching-learning process, and the wherefores (among many) the new classroom environment preferred for young people (Alsulami, 2016, Christine & Ienneke, 2020), the last generation technological equipment is accessible to all (Van et al., 2021 & Bennett Gayle et al., 2021), a variety of free options that allow students learn English in the comfort of their home (Im, 2020 & Getie, 2020), the proven successful of social network in the teaching of English, has led to educational institutions around the world to change the traditional teaching approach (Khoshnoud & Karbalaei, 2014, Liu et al., 2015 & Muftah, 2023). In such a way, YouTube has become a popular free video website visited by people of all ages, for this reason, it has begun to be utilized strategically in English language learning, in both recording videos (Wicaksono, 2017 & Ho, 2021) and listening videos and practicing with them (Chien et al., 2020; Yuyun & Simamora, 2021 & Metruk, 2018). In addition to the above, there is a vast knowledge about outside-the-classroom activities and their positive effect on English learning, that is to say, the students may learn better through platforms and online videos, games, and others, because they are less stressful, and the students can practice again and again, far away from traditional English classroom, where the acid critic of the teacher and the peer's mockery are quite common (Ebadi et al., 2023 & Hergueta, 2023). For its part, YouTube is a video online site that is visited by millions of people every day and allows users to watch videos of a variety of kinds, upload and download videos, make comments, and engage (J. Balakrishnan & Griffiths, 2017 & Ichikohji & Katzumata, 2017). With these features, YouTube is today widely used in the teaching of English either because this server offers millions of real-life videos made by natives (Ghasemi et al., 2011), as well as support for non-native speakers during their new language learning (Kim & Kim, 2021), or as the case as of YouTube as interactive multimedia learning (Sirait et al., 2021), or its use in projects next to artificial intelligence promoting a better understanding of English (Malakul & Park, 2023). Concerning this study, there are papers with similar methodologies that shared satisfactory results like better pronunciation and intonation (Komang et al., 2022), the best inclination towards English learning (Shih, 2010), or anxiety reduction after seeing recorded videos (Tailab & Marsh, 2019), without forgetting the enhancing of non-verbal elements

in the participants (Li, 2018).

Meanwhile, some theories explain why YouTube can support students learning, one of these is raised by Mayer called the theory of multimedia learning which stresses the importance of words and images at the moment of learning, instead of only words, this is about the subtitled videos (Menhart & Cummings, 2022). The other is the connective theory, in which Siemens & Downes explain how technology influences our learning and teaching way (Dziubaniuk et al., 2023).

Building on the above, to overcome difficulties in speaking English, this study intends to measure the impact of a YouTube channel in which students uploaded and commented on their peers' videos. For what the research questions in this work were:

1. Does a YouTube channel project improve the oral skills of a Peruvian ESL student?

Null hypothesis: The YouTube channel project does not significantly impact speaking scores.

Research hypothesis: The YouTube channel project significantly impacts speaking scores.

2. What is the student's perception of the YouTube channel project?

2. Methodology

The two objectives pursued in the present study were first to determine the effect of a YouTube channel program on the oral skills of 51 EFL students and second, their perceptions of this. This research was carried out between April and August 2023.

A convenient way of sampling was considered in this project and was composed of 51 students, 40 women (78.4%) and 11 men (21.6%) enrolled in an English language course for accounting. These students had to sign an informed consent form before participating in the program.

A mixed-methods research design was taken into account, in this study therefore, it had quantitative and qualitative stages.

The quantitative stage was subdivided into two parts, the first one sought to measure the effectiveness of the YouTube channel project, for this reason, the students were assessed through a pre-test which consisted of each student speaking about past experiences, bearing in mind the use of past simple, past continuous and present perfect, because they are narrative tenses included in the English contents. Every speech lasted approximately 2 minutes, at least, and considered the next rubric's criteria: Content, vocabulary, use of complete sentences, speaking clearly, and preparedness. Hereunder and for fifteen weeks, the students received classes in English with an emphasis on speaking skills. In the last four weeks, every student uploaded a video to a YouTube channel, created by the author, in which they described several photographs of their childhood or school life until recently. Following this, these videos received comments and suggestions from fellow and other career students. A post-test with similar characteristics to the pre-test measured the mentioned project's effectiveness.

The second was reducing data from an original survey through an exploratory factor analysis. The survey had four parts, the first one considered personal information, the second one included 21 Likert-type questions, the third one considered multiple-choice responses, and the fourth one consisted of an open-ended question, about their views of the YouTube channel project, it is necessary to clarify that this survey was in Spanish the students' native tongue to allow its rapid filling. The results from 21 Likert-type questions were summarized in three components: benefits of the YouTube channel application, psychological aspects, and time availability.

The qualitative stage was designed from the responses to the open-ended question in the last part of the survey. Such responses were classified according to criteria and coded.

3. Results

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	51	.0	8.0	4.078	1.6714
Posttest	51	13.0	18.0	15.275	1.2503
Valid N (listwise)	51				

Source: Pre- and post-test scores before and after applying the YouTube channel project.

As shown in Table 1, (considered the summary table) there is a difference of 13 points in the minimum score and 10 points in the maximum score, in addition, is clear the difference between pre and post-test means (11 points), while the pretest (1.6714) and the posttest (1.2503) standard deviation, mean that the dispersion in posttest is less than in pretest, in other words, the scores in posttest are more clustered in respect of the mean than pretest.

The next step is to determine if the data have or do not have a normal distribution, a prior condition for parametric or non-parametric tests.

Table 2. Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.168	51	.001	.956	51	.058
posttest	.178	51	.000	.925	51	.003

As the above table shows, the p-value is less than 0.05, this situation is interpreted as data not following a normal distribution. Conversely, the Kolmogorov-Smirnov test is chosen following the sample used in this study. Based on these results, it is appropriate to use a non-parametric test for dependent samples, such as the Wilcoxon Test.

Table 3. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Pos-pre	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	51 ^b	26.00	1326.00
	Ties	0 ^c		
	Total	51		

- a. pos<pre
- b. pos>pre
- c. pos=pre

Table 4. Test Statistics

	pos-pre
Z	-6.242 ^b
Asymp.Sig.(2-tailed)	.000

As the above table shows, the negative Z score reflects that the oral skills improved from time 1 to time 2. It can be deduced the positive ranks in time 2. Furthermore, the asymptotic significance is less than 5% (.000), consequently, it can be rejected the null hypothesis, and the YouTube channel project is effective.

The next part of the quantitative results is about the questionnaire application, starting with its reliability and continuing with its exploratory factorial analysis.

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.948	21

Table 5 shows the high reliability of the survey of 51 students (.948).

To establish, if possible, to carry out an exploratory factorial analysis, it found the KMO and Bartlett's Test value.

Table 6. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.809
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	1070.601
	210
	.000

According to what is observed in the above table, it is meritorious to carry out an exploratory factorial analysis (.809). Additionally, this KMO value describes the strong partial correlation among the variables considered in this study, while the statistical significance value is less than .005, therefore it is possible to reject the null hypothesis (Habibi et al., 2020).

Among the highlights of the results of the exploratory factorial analysis is the rotated component matrix, which allows to establish the components or factors present in the survey (Osborne, 2019). This study, it is obtained three components, the first called oral skills, or better said the benefits of the YouTube channel application on the ESL students' oral skills. The second component, psychological aspects, relates to the student's position on peer-supported learning through the comments. The third component concerns time availability or the time used to design their videos and make comments.

Table 7. Rotated Component Matrix

	Component		
	1	2	3
The video project has considered English applied to real-life contexts.	.888	.160	.034
The video project is an option to measure my progress in English.	.883	.116	.131
Watching other videos made by my classmates has allowed me to see various ways and resources when speaking and pronouncing in English.	.868	.181	.050
The video project increased my vocabulary	.849	.200	.96
The video project allowed me to talk about my way of being and thinking.	.846	.249	.213
The video project improved my pronunciation	.821	.400	.229
The video project allowed me to improve my oral skills.	.775	.311	-.013
The project of recording videos in English can be considered a success.	.750	.166	.302
The video project has made me reflect on the importance of the English language in my profession.	.722	.449	-.005
The video project has accommodated my learning style.	.719	.384	.155

The video project has lessened my fear of speaking English.	.707	.406	.148
I have recognized my strengths and weaknesses in English language learning in this project.	.630	.591	-.171
I think I will continue to make more videos in English, based on this experience.	.626	.357	-.049
I will continue recording videos to improve my English language skills.	.517	.489	.033
The comments made by my peers have boosted my self-esteem.	.319	.821	.113
Making comments on the YouTube channel has allowed me to analyze better and understand what my colleagues mean.	.167	.799	.146
The video project has improved my self-learning and independence in learning English.	.485	.708	.083
The video project increased my willingness to learn English.	.614	.620	-.115
The video project has taken up a lot of my time.	.081	-.016	.811
Recording videos overloaded my work as a student.	.225	.039	.788
It is not difficult to record a video, explaining the happy moments I lived in my childhood.	-.074	.514	.601

The 21 items were classified into the following forms oral skills (14), psychological aspects (4), and time availability (3).

Table 8. Construct validity & and reliability

Domain	α	CR	AVE
Oral skills	.963	.843	.744
Psychological aspects	.881	.828	.549
Time availability	.659	.780	.546

α is Cronbach’s Alpha, for their part CR is Composite Reliability and AVE is Average Variance Extracted.

As we can see in the upper table the two first constructs have a good reliability label (.963 and .881), while the third construct has a questionable reliability label. For its part, the CR values are acceptable (.843, .828, and .780), consequently, the three constructs have an appropriate internal consistency (Ab Hamid et al., 2017). The AVE values are greater than .50 (.744, .549, .546), for that reason, it follows that there is a good validity approximation (Cronin et al., 2000).

Table 9. Students’ Opinions about the YouTube Channel Project

Criteria	Examples (coded)
Learning experience	“I learned to plan and edit videos” (student 3). “We must do similar projects for learning English” (student 5). “It was an excellent learning proposal, I liked it and learned so much” (student 10). “It was a challenge for me, to record a video entirely in English” (student 12). “I found it interesting and very dynamic, it is a good way to learn English” (student 15). “It allows me to have a master's in the English language” (student 17). “It allows self-assessment of us and to monitor our learning” (student 20). “It was a useful tool for organizing our time and learning English at the same time” (student 26). “It (project) was a productive idea and it allowed my peers and me to overcome our speaking difficulties” (student 27). “I found it a productive idea above all for people who do not speak English” (student 29).
Innovative experience	“It is an option for improving our oral skills and speaking in from of people” (student 27). “It seemed to me a good and new alternative to study, very innovative and effective, which helped us to improve both in the course and as people in our professional advancement, it was something different” (student 49).
Oral skills improvement	“It helped me with my English pronunciation” (students 2,6, 14, 18, 26, 29,51). “It was an opportunity to improve my vocabulary” (students 4, 34, 37,45,50). “It was an experience where I lost the fear of public speaking” (students 14,21, 28,42). “If we develop similar projects, our oral fluency will improve” (Students 8,28).

Source: Answers to the open-ended question on the survey

As can be noted from Table 9, there is a positive opinion from students of the YouTube project, first as one learning experience, where they planned what and how to design the video asked, in this process they improved their writing, pronunciation, vocabulary. Furthermore, they overcame their fear of public speaking, which resulted from practicing their speech and looking for perfection.

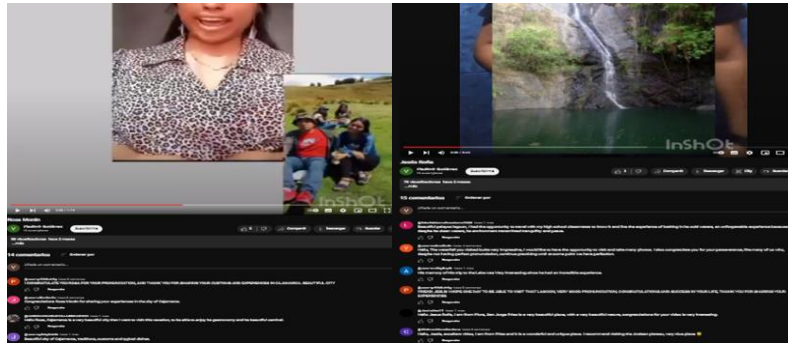


Figure 1. YouTube videos & comments

4. Discussion

Peruvian English teachers constantly search for teaching and learning strategies, mainly those improving oral skills. Furthermore, they are conscious that many students fear speaking English in public, or in front of their classmates. This condition is known as glossophobia (S. Balakrishnan et al., 2022), and its causes have been documented several times (Dansieh et al., 2021, Pratiwi et al., 2018, Rahmawati et al., 2018 & Rayani et al., 2023). Use of the native tongue during English class, lack of speaking opportunities, insufficient pronunciation practice, and the low use of technology in the English teaching-learning process, are considered some causes of this problem (Zhou, 2024, Fang & Abdullah, 2023). One of the strategies used for overcoming this is outside-classroom activities because children and young people often are exposed to computers, television, video games, and social networks at home, therefore they can learn through these means better than the classroom (Aharony, 2006, Webb & Rodgers, 2009 & Mueller-Frank, 2013). The current research sought to determine if a YouTube channel project, where the students uploaded their videos, can improve their oral skills. In this light, the first research question was answered with the comparison of two tests (before and after the YouTube application) through the Wilcoxon signed-rank test, being a highly significant difference between both tests, these are in line with the experience of Shih (2010) who concluded that to produce videos and comment them, can improve speaking skills. The author adds that this activity complements classroom ones. In his part, Hasan et al. (2018) note that YouTube is a motivating option for improving pronunciation, intonation, and listening, which are essential when speaking in public. Additionally, the experience of recording videos for non-native English speakers is gratifying, because they can see and analyze their performance, and re-record if they want to perfect their work (Orlova, 2009). Additionally, Chhachhar et al. (2022) conclude that YouTube is a golden opportunity to obtain new information as well as students can exchange information on a free server.

The second part of this work shows the exploratory factorial analysis results, in consideration of three components, the first is about oral skills achieved after the YouTube channel application, on this point, Lamb (2012) states that to learn English considering students' context is engaging because it is their opportunity for expressing their interests and feelings. Astriningsih & Mbato (2019) consider that motivation is key to promoting the independent learning of English. In addition, the authors mention that a motivated student is allowed to be assessed, and the consequence success of the implemented project. Conversely, this YouTube channel project can serve for measuring student's progress, in this aspect Gu et al. (2015) express those students can measure their progress with their teacher's help. Design videos lead to perfection in oral competencies. The next item related to learning from partners' videos is documented in Oh & Syn (2015) who concluded that motivation is a cornerstone for understanding the act of sharing and feeling good, that is to say, the students share and comment because someone also shares and comment his or her videos, and this is precisely what happened in this project. Another condition that allows you to feel comfortable and interact with your partners, during a video depiction is to see their nonverbal expressions, and this situation makes the student have a better oral comprehension (Yamada & Akahori, 2009). To explain the next item about the improvement in students' vocabulary, Karami (2019) submits that is a decisive factor a natural settings and speaking English opportunities for learning new words and phrases, and it is even better if the teacher promotes collaborative work among his or her students. While it is true that subtitle videos can help students recognize what the speaker is saying, is also true that the teacher's support in this part is vital (Metruk, 2018b). Thereupon, the item about the videos as an opportunity for students to express their thinking way is described by van Es & Sherin (2010) as a strategy to detect students' difficulties, mistakes, and views, in this case, the pronunciation, intonation and grammatical problems, but apart to know students' feelings and their videos project views. Concerning the students' pronunciation improvement, Afrizal (2018) mentions that there are various forms to improve pronunciation through videos, among these are repetition (seeking perfection), dubbing, and reproduction, therefore regular practice leads to speaking English like a native ideal. This theoretical explanation also aligns with the next item about oral improvement skills. On the subject, Tailab & Marsh (2019) stress the student's awareness of their oral skills development, for that purpose, the initial teacher support, is vital. His or her suggestions about eye contact, organization, and body language, make the student aware of their gradual oral skills improvement. In the next item, the feeling of success Ting (2013) concludes that a video recording project promotes creativity, first, and second, if the video is about a student's real life, the final result is significant or successful learning. Regarding the next item about the experience of this project and its usefulness in students' working future Guo et al. (2014) point out that this activity produces engagement in the students, and this is useful in the future, in the sense Hussain (2018) adds that the English language is associated with the modern way of finding an ideal job. Malle et al. (2015) point out that using videos in the English learning

process allows a necessary pause, a common situation in blended learning, and where many students have choices that fit their different learning needs. In her part, Buitrago & Ayala (2008) highlight that creating a comfortable and healthy learning climate is essential for speaking English without being afraid of making mistakes or ridicule. Zulaihah & Harida (2017) state that achieving autonomous learning is a process where every student decides his or her learning pace, keeping their interests and needs, which carries to self-assessment and the consequent analysis of their strengths and weaknesses, at the same time the author add that everything that improves confidence, adaptability and emotional control link with autonomous learning. The desire to continue recording videos for Cardall et al. (2008) is the result of implementing a successful learning strategy, that is to say, likely, students use again a learning strategy when they reach their learning goals. To describe the second component of psychological aspects, we shall begin with the positive effects of peer comments on students' self-esteem, on that subject Simonsmeier et al. (2020) claim that there is a clear advantage of peer feedback over teacher feedback, but they add that there is not as yet a clear explanation of this. Feyli & Ayatollahi (2016) note that peer feedback means comments made by students with similar characteristics, age, and level of knowledge and these can positively influence self-esteem. Regarding the next item about the opportunity from comments to better understand students' peers, Tsui & Ng (2000) mention that peers' comments foster collaborative learning, and strengths and weaknesses analysis to improve. For its part, in the next item about videos and their self-learning and independence on learning effects, Christianson (2009) points out that recording videos several times looking the perfection, encompasses a real self and significant learning. Encalada & Sarmiento (2019) argue that self-recording videos are an activity that improves students' motivation, therefore, most likely effective self-learning. Recording videos and the willingness of the students, authors like Abdullah et al. (2019) mention that there is a relationship between willingness and current issues in teaching, therefore there is no point in developing content for non-student issues. Regarding the third component about time, the fact that recording a video took a long time, Hafner & Miller (2011) consider that the student learns new and specific vocabulary, then designs a first draft, then records a video following teacher instructions, and finally fostering the self-directed learning, can take several weeks. On the other hand, Forester & Meyer (2015) mention that recording videos require planning and dedication, and this often takes a long time, even so, the learning achievements and benefits are notable. To discuss the last item about learning past tense using childhood experiences Pinker & Ullman, (2002) claim that there is a connection between learning and childhood memories, therefore using this context can allow meaningful learning.

Concerning construct validity and reliability presented in Table 8, Hajjar (2018) contends that this procedure allows us to find out how factors are related to each other, and consequently construct validity. While Smith (2005) concludes that to measure a construct through a test, as is happening with this study, should point out its validity.

Concerning the qualitative part, the students' opinions about the YouTube channel project, were coded in a learning experience, innovative experience, and oral skills improvement, which fundamentally is linked to the current commonest form of learning at home, using technology, and a self-learning most likely than in a traditional classroom (Sirkemaa & Varpelaide, 2016).

5. Conclusions

The main goals of this research were firstly to determine the effect of a YouTube channel project and secondly to obtain the perceptions about this project, both of them in a group of Peruvian ESL students of a higher technological institute.

Clearly, it was shown that the oral skills of this group of students improved considerably after project implementation, this context is summarized in expressed by Yamada & Akahori (2010) in the sense that the students improve their oral performance when people will see them through a self-recording video.

Furthermore, the students' perceptions illustrate clearly the YouTube channel project leads to autonomous learning, where measuring and evaluating their progress and making the proper corrections are the highlights, together with an oral performance improvement including an expanded vocabulary, a better pronunciation, this situation could be accounted by Zhussupova & Shadiev (2023) who suggest that while someone shares personal experiences, the oral skills will improve also. Regarding the comments and the self-confidence, it was noted an improvement of this last. In this case, Gürler (2015) submits that self-confidence and willingness are two psychological variables that simultaneously influence oral skills and vice versa. Finally, the time factor is related to Saxena et al. (2023) say, better-recorded videos mean more spend time.

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No additional data are available.

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