

## YOUTUBE AND ROLE-PLAY; WHEN PAIRED TOGETHER CAN MAKE ENGLISH LANGUAGE LEARNING EASIER IN SCHOOLS AT PRIMARY LEVEL

Mujahid Sattar

M. Phil Scholar (English), Department of English, Institute of Southern Punjab, Multan, Pakistan.

[mujahedsattar@gmail.com](mailto:mujahedsattar@gmail.com)

**Corresponding Author: \***

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### ABSTRACT

This paper presents the effectiveness of role-playing in enhancing the English spoken skills of those students for whom English is a second language at the primary school level. The channel selected for the sample for role-playing was a YouTube channel, named Gaby and Alex. The context of the research was that in primary school settings in Pakistan, where English language teaching has always created problems for teachers. The mixed method of research was opted to complete the research. The target population was from classes 3 and 4. The experimental mode of research was designed to make this research more reliable. Students were segregated into experimental and controlled groups. The experimental group used to watch the selected set of videos and perform on these videos; on the other hand, the control group used to carry on with their normal class routine assignments. The study concluded that English language learning has improved with innovative teaching methodology and has helped ESL teachers engage their students in the class.

**Keywords:** Role play, YouTube, English language teaching, English as a second language, language learning, primary school

### INTRODUCTION

Language learning has always attracted researchers. They have looked for answers to their numerous questions that how a kid learns different languages in school. There have been two significant schools of thought on children acquiring their first language, named the socialist and the mentalist. But there has not been a one-off approach or strategy in making kid learns different languages. Every now and then new research will emerge that will have evidence of how a new language is learned. Educationists have also looked forward to the help offered by various researchers in the field of language learning. Due to the fast pace of globalization and the ecologies of the world getting more and more multilingual (Shaista Rashid, 2018), the ideology and focus of research have shifted.

Corona pandemic affected the normal education process all over the world. The online education system took over the orthodox school education

system (Hafeez et al., 2021). For some, it has brought problems and for some, it has been a blessing in disguise. One such stratum of society that has benefited from this online education system is the teaching community. The pandemic caused serious disruption to school education and numerous schools were closed down to curb the spread of this ominous disease (Hammerstein, 2021). Teachers all over the world started to apply new teaching methods to make their lessons more fruitful and more creative (Hafeez et al., 2022). The irresistible novel COVID-19 pronounced as a pandemic by the World Health Organization (WHO) on 11<sup>th</sup> of March 2020 has assumed an appalling situation.

The desire for cross-country lockdown was acknowledged by numerous nations and the lines were fixed confining developments to contain the perilous infection. Pakistan, being a crowded nation, forced lockdown measures since 25<sup>th</sup> March 2020 by

which rigidly sticking to the social removing standards as an endorsed preparatory rule to control and check the immense infection has been the proposed viewpoint. The thorough lockdown in Pakistan permeated through the economy and left destroying sway on every one of the parts of the country at dashing velocity. The instructors and students were bound at home with no degree of direct communication between them other than virtual commitment (Yasir et al., 2022). Tragically, digital accessibility wasn't accessible to each of the students' networks bringing about computerized hardship or digital separation. The lockdown and school terminations executed during COVID-19 proved an invasion on students as they were left with limited means to communicate with their instructors on a balanced premise. The design of schools, examples of instructing learning, and techniques for evaluation were essentially impacted during the emergency. In Pakistani society, English is treated as a foreign language, but in schools, English enjoys the status of a second language. So, in foreign language teaching, it is normal for barriers to creep in and hinder students' progress in language learning (Peyer, 2020). Teachers in Pakistan had to face these problems as well.

YouTube appeared as a savior for Pakistani teachers. YouTube is viewed as a wellspring of online material that can assume a critical part of the educating and learning field. The researcher characterized YouTube as a video organization page where clients can transfer, offer and view recordings. YouTube is considered an elective system for further developing students' talking capabilities (Almurashi, 2016). In the wake of watching recordings in light of YouTube, it is trusted that students can get thoughts for talking from the genuine climate of speakers so students have the opportunity to make discourse contributions that are mimicking, serious, responsive, escalated, intuitive, and wide. (Watkins, 2011) observed that English classes with admittance to the vital innovation can utilize YouTube and other online video-web- based destinations.

Role play has helped students to learn and speak a target language more confidently (Kostikova I, 2019). According to (Schaap, 2005) role-play is any vigorous action related to speaking when someone makes an image in his mind to be in someone else's

shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

### **Statement of the Problem**

School students face numerous problems while learning English as it is not their first language. There has been conducted a lot of research on making this teaching process easier for students. Due to traditional teaching techniques, this problem has not been overcome yet. A lot of renowned educationists have also given their input, but the students still lack the fluency or self-confidence to speak English. The lack of these rightful audio-visual aids on the part of teachers does seem a failure. Role-playing as a teaching methodology and especially the videos of Alex and Gaby channel for its creative and entertaining aspect may attract students for improving their spoken skills. It may raise their interest in learning and performing these roles at their schools and even homes. This study will explore the extent of the impact of these videos through role-playing activities performed by students at primary-level schools in Dera Ghazi Khan Tehsil.

### **Significance of the Research**

The focus of the study is to evaluate how English language learning can be made more effective through role-playing videos available on the channel of Gaby and Alex for the students. The present study is significant in the respect that it is going to explore the effect of YouTube channels on language learning, especially its effects on learners' spoken skills, not only within the classrooms which affects their daily life communication among their peers, friends, and parents. This study will be applicable in fields like language teaching methods, child language acquisition patterns, sociolinguistics, applied linguistics, and YouTube's effect on child language acquisition, and also provide language teachers with new techniques to make language teaching attractive.

### **Objectives of the Study**

Applying this role-playing technique in language classrooms can help the students to improve their vocabulary and speaking skills in English at the primary level of schools.

To show how these selected videos of Gaby and Alex can enhance the efficacy of role-playing in improving their skills in English speaking.

To find the extent of effectiveness of role-playing activity through a selected set of videos of Alex and Gaby channel on YouTube, in the improvement of the selected set of spoken skills that include, vocabulary, fluency, and accuracy among the selected students.

### **RESEARCH QUESTIONS**

The teaching methodology is the tool, that with its help, teachers can make their classes more attractive and fruitful for their students. There is no doubt that teachers all over Pakistan are doing their best to provide for the needs of the students. It is believed that by taking the help of audio-visual aids, a teacher can create interest among his students to make the English language easier and more creative. The purpose of the study is to find answers to the following main questions along with other questions as well.

How does the effective use of role-playing activities in English language learning classrooms help the students at the primary level?

How can the selected videos of Alex and Gaby on YouTube improve the vocabulary and speaking skills of students for whom English is a foreign language? To what extent do these selected videos improve the fluency and accuracy of the students?

### **LITERATURE REVIEW**

As (Compen, 2019) has said that people frequently utilize education to shape their 'social identity,' shaping their perception of themselves and their interactions with others. A positive, affirming social identity is linked to a variety of favorable life outcomes, including greater happiness, health, social trust, and political participation. In this study, they have discussed the importance of education in helping a nation and an individual in achieving laurels. There appears to be widespread consensus that teaching, in general, is beneficial. The role of the teacher becomes very important in this aspect as he acts as a nation-builder in this process, and this fact has been accepted by the whole world.

(Harju-Autti, 2022) is of the view that English has been a most widely used language in different areas of correspondence like worldwide business,

scholastic gatherings, tact, science, and innovation. Therefore, the requests for English abilities in all angles are significant in light of the significance of English and the effect of globalization. Alongside monetary globalization, English has progressively turned into the vehicle of correspondence around the world both in neighborhood and worldwide settings. The acknowledgment of the significance of English features the need of each nation to have its kin become well outfitted with English execution.

Teaching English as a Foreign Language goes through different difficulties in assisting students with imparting their contemplations and thoughts successfully (Peters, 2019). The researcher also claims that Audio-visual materials increment students' inspiration and interest to the most extensive level since they require the utilization of both eye and ear and along these lines they produce two principle outcomes. To start with, students become accustomed to the educating of language. Second, visual and sound media extraordinarily affect students' psyche.

(Wang, 2020) have conducted their study on use of YouTube and look for material that can be coordinated into conventional English examples. It is likewise viewed as a wellspring of online material that can assume an indispensable part in the instructing and learning field. So, the examination showed that the YouTube site can be a compelling technique in managing understudies' hardships and boundaries in getting English. It is considered to be more powerful and effective than reading material based English courses in advancing better learning of English. Nonetheless, the investigation doesn't expect to take away from the job of reading material based English courses. It proposes that YouTube can be incorporated into customary English courses as a strengthening apparatus.

(Chauhan, 2015) said that role-play is a talking movement. It very well may be named one of the open strategies for unknown dialect learning. It permits you to envision the job of another person in a particular circumstance. So you act and act in like manner. By assuming the part of "someone" you go into his reality. In this way you are presented to an assortment of circumstances in the study hall. It sets you up for correspondence in an alternate social what's more, social climate.

(Dorathy, 2011) observed that incorporating role-play into the study hall mixes it up, a difference in speed and openings for a ton of language creation and furthermore loads of fun! It tends to be a vital piece of the class and not a 'one-off' occasion. It's fun and propelling; calmer students find the opportunity to put themselves out there in an all the more direct way; the universe of the study hall is widened to incorporate the rest of the world - in this manner offering a lot more extensive scope of language openings.

## **RESEARCH METHODOLOGY**

### **The Research Context**

The present research aims to the analysis of role-playing in enhancing the English-speaking skills of primary-level students. This research was conducted in the primary schools around the periphery of D.G. Khan. This research explored the impact of a selected set of videos from the Alex and Gaby channel on YouTube on the students of the primary schools of D.G. Khan. It lasted for a month. The research started in September 2021 and ended in October 2021. This research applied an experimental study that involves two groups, an experimental group, and a control group.

### **Data Collection Tools**

In collecting data, three instruments: speaking, interview, and observation were used. The researcher measured the students' speaking performance in the two groups before and after the study by speaking pre-test and post-test. The researcher then conducted interviews with teachers to know students' responses to the use of role-play in their speaking class.

### **Sampling**

The population of this research was the students of classes 3 and 4 in the primary schools of D.G. Khan Tehsil. The total population of the students participating in this research was 200 students. In this study, purposive sampling was used. The students were divided into two groups consisting of ten students each. One group comprising ten students was an experimental group and the second group consisting of ten students was a controlled group. Before the conduction of the research, both the groups were analyzed on their English speaking skills. Both groups were tested on their equal level of

speaking proficiency. The two groups' speaking abilities were measured using the post-test and the conclusion was finalized.

## **RESEARCH PROCESS**

### **Permission Letter for the Research**

The research was carried out by obtaining a permission letter from the Principals of the respective schools. The researcher was allowed one period of 40 minutes for 4 days in respective schools. This period was already specified for their English subjects. The researcher then took the help of the English teacher present in each school to coordinate the research. Teachers themselves were willing to cooperate in the research.

### **The Pre-test**

The research included a pre-test and a post-test. Both tests targeted to assess the English speaking skills of the students. The pre-test was thoughtfully designed by the researcher in consultation with the respective teachers. Instructions were passed on to the students in their national language i.e., Urdu, to avoid any confusion on the part of the students. On the very first day of research (allowed 4 days) in the school, a pre-test of English speaking was conducted. It was distributed to control and experimental groups. The students were asked to speak at least one sentence of spoken English by imagining being an ice cream seller, and morning routine for coming to school. English teachers of the respective schools helped the researcher in grading the students' performance in pre-test and post-test speaking.

### **Videos of Gaby and Alex**

After the pre-test, selected videos from Alex and Gaby channel on YouTube were shown to the students on the laptop of the researcher, and a pre-test of English speaking was observed by the researcher. The next day, students were again shown these videos, and they were instructed to get themselves prepared for the role-play on the very next day. 3<sup>rd</sup> day of the research was the performance day of the students when the students performed role-play of Alex and Gaby e.g. the daily routine of students going to school and selling ice creams.

### **The Post-test**

The 4<sup>th</sup> day of the research was the post-test day, observing the students in the class about how much these videos and role-play have increased their vocabulary, pronunciation, and accuracy. On the last day in specified schools, the opinion of the English teachers present in respective schools was also recorded. They were asked about the efficacy of the Alex and Gaby videos on YouTube on the English-speaking skills of students.

### **Analysis of Data**

The methodology used in this research is mixed; quantitative and qualitative. The reason for the mixed methodology is that the present study is experimental in nature that bears its results in both quantitative and qualitative forms. The results were analyzed by the performance test.

The research was divided into three parts, a description of the previous situations of the students, the conduction of the research in the schools, and a summary of the findings during the research. In pre-research, the researcher observed the learning process of the students and the teaching methodologies applied in the schools, interviewed teachers about the problems and restrictions teachers had to face in teaching, and conducted a pre-test. The researcher explained the videos of Alex and Gaby to the teachers and principals of the schools where the research was to be conducted. The school's teaching and administration staff was taken in confidence by showing these videos which were to be used in the research. It was described to the teachers and students that they will be first shown these videos and students were asked to perform role-play of these videos.

The teachers and the school staff had a real concern that by incorporating YouTube in the classes at primary levels and more specifically in rural schools may divide the concentration of students. They had queries regarding the moral norms of the students. The teachers were worried that as YouTube is a global forum and provides videos of all sorts, will it be beneficial for their students to get engaged with this forum. The researcher listened to all their queries and addressed them by letting the school staff know that students did not watch videos online. In fact, the students were shown the recording of the videos and were then asked to perform their role-play. Once, this

query of them was addressed, another concern on the part of the school staff also listened. The school staff was worried about the content of the video. According to them, the cultural differences between the village schools of Dera Ghazi Khan and Alex & Gaby may also produce some sort of disturbances for the students. The school staff was shown the target videos, and they found these videos satisfactory to be shown to the students. The videos, according to the school staff, were very much aligned with the course content of the primary classes, and it could prove beneficial for the students to watch these videos and perform role-play. The first targeted video that was selected by the researcher for the research was of Alex and Gaby pretending to sell ice cream, and Alex and Gaby morning school routine. The school's staff was satisfied to watch the video and gave their feedback that this video can help students improve their English speaking skills.

The second process of the research was to segregate students into two groups. One group was a controlled group, which was not involved in watching these videos. They did not perform the role-play. They were given normal routine tasks, like class tests, assignments, etc. Another set of students was selected, which was to be called the experimental group. This group saw the recorded videos. The information was passed onto the students that they were to perform the role-play activity on the same videos. So they should watch these videos carefully. The next step was to see the experimental group perform the role-play. The role-play performance of the students was recorded on the personal cell phone of researcher. The teachers of these students had given students time to rehearse role-play. After his permission, the researcher went to the school to record the role-play of those students. The students in the role-play were purposely selected, but it was made sure by the researcher that each student in the experimental group should participate in the role-play activity. The primary schools in the public sector have switched their mode of teaching to co-education. So, girls along with boys performed in the activity. The girls were given the role of Gaby and the boys were given the role of Alex. The students were divided intentionally into two groups. A controlled group of students carried on their normal routine of study. The teacher taught them in a conventional way. They were not shown these

videos. The students kept on giving taking their lessons, assessments, and assignments. The second group that was separated from the class was the experimental group. They were taught English with the help of Audio-visual aids. The grouping was made in consultation with the class teacher. The school routine also helped the researcher in making two groups. The students were already attending the school on alternative days as the government had declared a staggered attendance policy for students. In this staggered attendance approach of students, 50% of the students of a specific class were allowed to come to school. This staggered approach eased the researcher to make divisions in the class.

The first variable of the test that was recorded was fluency. Fluency is the skill to speak smoothly and expressively. In other words, the speaker can understand and respond in that language concisely while relating to context. According to (Mauranen, 2018) elements of fluency consist of speaking with a small number of pauses. The students were asked to introduce themselves, to test their fluency. The target of speaking consisted of only three lines about the students.

The second variable of the test was vocabulary. A list of words was composed about the daily routine of students. The students' performance of this specific variable was recorded on an individual basis. The result of this variable in the pre-test was recorded.

The third variable of the test was accuracy. The scale of accuracy on which the researcher worked in this specific research was the speech of students with L1 speakers. The performance of the students in this pre-test was also recorded.

After the test, the students watched the videos from Alex and Gaby's channel on Youtube. The personal laptop the researcher used as a TV screen for kids. The activity was recorded on the personal cell phone of the researcher. Students were motivated and keen to take part in the research. After watching these videos for two days, the students were asked to perform the role of Alex and Gaby. The performance of the students was then recorded on the cell phone of researcher.

The last allowed day, 4<sup>th</sup> day, of the research was for the post-test, observation of activities of students in their English classes, and interviews with English teachers of the respective schools. Students were given the same task as that of the pre-test conducted

on the first day of the research. Students were asked to speak at least three lines, giving their introduction. The students spoke accurately, giving their names, their fathers' names, and the class they read in. The variable of fluency was recorded on the number of pauses. It was also kept in view as if these pauses were due to the nervousness of the students in speaking English or if they forgot specific utterances to introduce themselves. The second variable of the post-test, that is vocabulary, was also recorded. A list of words was also written down. The students were able to name their daily life routines. The students spoke new words, e.g. wash my face, brush my teeth, comb my hair, yummy ice cream, and selling ice cream.

In the end, an interview was taken with the teachers. The teachers were asked about the efficacy of this activity, and they found it encouraging and effective in enhancing the English-speaking skills of the students. Their opinions were recorded. The teachers found these videos very effective, as these videos were helpful in building up vocabulary, fluency, and accuracy in the English language.

### Scoring Rubric of the Research

According to (Nation, 2009) the learners, who aspire to learn a new language should be tested on vocabulary, fluency (De Jong, 2018), and accuracy (Kasprowicz, 2019). The scoring scale of speaking in the pre-test and post-test can be seen in the table 1.

**Table 1**  
*Scoring Rubrics of the research*

Fluency	Score	Vocabulary	score	Accuracy	Score
Fluent communication	5	Whole new set of words for real life situation	5	Students can speak English with complete accuracy	5
Good communication	4	A few limited words for some real life situations	4	Students can speak English with a little bit accuracy	4
Rather good communication	3	Sometimes limited words after role-play	3	Students are somehow trying to speak English but cannot make accurate content	3
Hesitant communication	2	Limited set of words to the task of role-play	2	Students cannot speak English no matter how hard they try	2
Minimal communication	1	Inadequate for the task	1	Students are not interested in speaking English at all	1

**Data Findings**

The data collected through pre-test and post-test as shows that the student’s performance of the two groups improve significantly. Pre-test, the mean score of both the groups, the experimental group is approximately equal to the control group *i.e.*, 6.09  $\cong$  6.08 respectively. From the statistical calculation, it is also confirmed that the difference is not statistically significant. The researcher found that the t-observed value is lower than the t-table value *i.e.*, -0.051 at 0.05 level of significance at 198 degrees of freedom (T-observed < T-table). Therefore, we can conclude that the two groups had the same previous speaking competence.

In the post-test of the Control group, a significant improvement is measured. The mean score in the pre-test enhances from 6.08 to 7.46 in the post-test. The mean difference in paired sample test shows the number of -1.380 and the SD is 0.211. The researcher found that the t-observed value is -1.799 and at 0.05 level of significant having 99 degrees of freedom (T-observed > T-table,  $\alpha = 0.05$ ). Sig. (2 tailed) is 0.00 which is lower than 0.05. The comparison data between pre-test and post-test indicates that the mean score is significantly different.

In the post-test of the Experimental group, a significant improvement is measured. The mean score in the pre-test enhances from 6.09 to 7.15 in the post-test. The mean difference in paired sample test shows the number of -1.060 and the SD is 2.386. The researcher found that the t-observed value is -4.442 at 0.05 level of significance having 99 degrees of freedom (T-observed > T-table,  $\alpha = 0.05$ ). Sig. (2 tailed) is 0.00 which is lower than 0.05. The comparison data between the pre-test and post-test indicates that the mean score is significantly different.

**The pre-test Result of Fluency in English**

The figure below is the demonstration of how the condition of the student was before this research. The level of English communication and fluency is divided into five different categories in the scoring rubric. In the rubrics, the teachers were consulted. The very first level of fluency as mentioned in the diagram is minimal communication. It shows that knowledge of the English language is nonexistent or limited to a few words. The second level of fluency is hesitant. It means knowledge of structuring basic

sentences, which may include asking permission from teachers to go out of the class but feeling hesitation in uttering those sentences. It is important to note that hesitation is not confined to any specific circumstance; it includes hesitation of all sorts, e.g., anxiety about speaking, shyness due to societal norms, etc. The third level of fluency is rather good; it includes when students have limited social conversations and understand basic commands. The fourth level of fluency is good; it includes an understanding of language and can speak at an advanced level, but with occasional mistakes. The fifth level of fluency is marked as fluent. It means that students are entirely fluent in the English language and were raised speaking the language or have spoken it long enough to become proficient in it. The table2 is showing the percentage of the result of the pre-test of the fluency variable.

**Table 2**

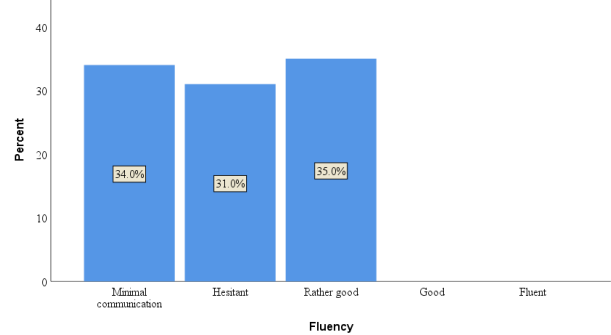
*The pre-test result of the English fluency among students*

Minimal communication	Hesitant	Rather good	Good	Fluent
34%	31%	35%	—	—

The figure below shows the percentage of the fluency in the English language. The results were recorded properly.

**Figure 1**

*The pre-test result of students' English speaking fluency*



The results in the figure1 are notable. Out of all the students, 34% lie in minimal communication of fluency. 31% of students had English speaking fluency at the hesitant level. 35% of students in all the selected schools were those who lay in rather good communication fluency.

**The Pre-Test Result of the Vocabulary of the English**

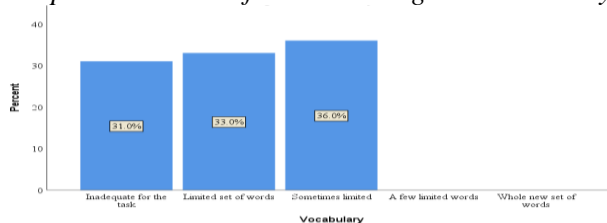
The scoring rubric of the vocabulary is also divided into five levels. The very first level of vocabulary as mentioned in the diagram is inadequate for the task. It shows that knowledge of the English language is nonexistent or limited to a few words. The second level vocabulary is a limited set of words that are in the videos of Alex and Gaby. Even in the pre-test a table of words was designed carefully keeping in mind the set of videos to be used in the research and students were to be tested on that specific set of vocabulary. It was necessary to determine whether students do have that knowledge of words or not. The third level of vocabulary was scored as the set of words that students could use in speaking other than role-play as well. The fourth level was a few limited sets of words for some of the real-life situations. The fifth level of vocabulary was scored around the ability of students to utter a completely new set of words after being motivated by the videos, whether they had developed among themselves an interest in English after these videos or not. Table 3 shows the percentage that was derived in the pre-test.

**Table 3**  
*The pre-test result of the English vocabulary among students*

Inadequate for the task	Limited set of words to the limit of role-play	Sometimes limited after role-play	Words for real-life situation	A whole new set of words
31%	33%	36%	-	-

The figure 2 below shows the condition of students' collection of words prior to this research.

**Figure 2**  
*The pre-test result of students' English vocabulary*



The scores of the pre-test are interesting. The percentage of students who had vocabulary inadequate for the task was 31%. The students that lay in the second tier of vocabulary were 33%. These were the students that had a prior set of words for the morning routine or when being late for school, they

knew words like late from school, punishment, punctual, etc. 36% of students that had knowledge of English which was not limited to a specific situation.

**The pre-test Result of the Accuracy in the English**

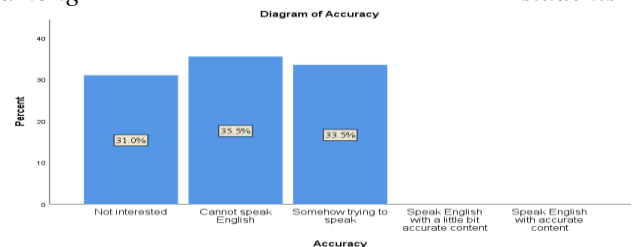
It was to measure the accuracy of English speaking if any student could speak. The first level of accuracy that was carefully selected for this research purpose was of those students who were not interested at all in speaking English. The second level was of those students who after their best efforts could not speak English, no matter how hard they tried. The third level of accuracy in English speaking was of those students who were willing to speak English, but could not make the accurate structure of sentences when they spoke. At this level, no specific category or situation was kept in view, whether this lack of sentence-making was due to their lesser knowledge of English, or due to societal norms. All of the reasons lay in this scoring level of accuracy. The fourth level of accuracy in speaking English was of those students who could speak English but not at a level of L1 speakers. The fifth and final category of measuring accuracy in the research was of those students who could speak English like Alex and Gaby in the video, meaning like L1 speakers. Table 4 shows the percentage of the pre-test.

**Table 4**  
*The pre-test result of English speaking accuracy among students*

Not interested in English	Cannot speak English no matter how hard they try	Somehow trying to speak	Speak English with a little bit accurate content	Speak English with accurate content
31%	33%	36%	-	-

The graphical illustration of the pre-test is given below in figure 3.

**Figure 3**  
*The pre-test result of English speaking accuracy among students*





The scores of accuracy in the pre-test were 31% of those students who were not interested at all in speaking English. 35.5% of the students were those who could not speak English, no matter how hard they tried. 33.5% of the students were those who could speak English but could not make accurate content.

**The post-Test Result of Fluency in English**

Figure 4 is the demonstration of results that were obtained after research was implemented. The researcher had divided the students into two groups. The above diagram is the demonstration of results of the experimental group, which was separated from the total population. This group of students was shown the video of Alex and Gaby, asked to watch these videos, and was finally involved in the role-play. The post-test results of the level of fluency are interesting.

**Tab 5**

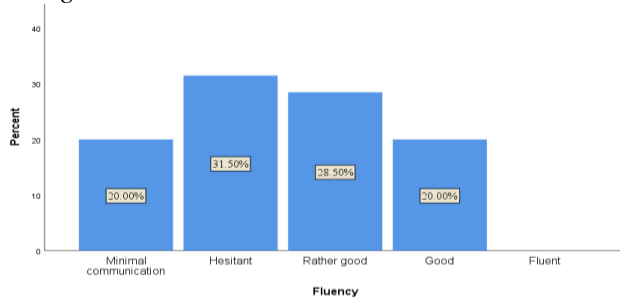
*The post-test result of fluency in English speaking among students*

Minimal communication	Hesitant	Rather good	Good	Fluent
20%	31.50%	28.50%	20%	—

The results changed from the post-test as is evident in the table 5 above. Below is given the graphic illustration of the post-test.

**Figure 4**

*The post-test result of English speaking fluency among students*



Out of the total population, 20% students were those who lay in the minimal communication of fluency. 31.50% students were those who lay in the hesitant level of fluency in English communication. 28.50% of the students lay in the rather good level of fluency in communication. The results of the post-test gets very interesting and encouraging for the researcher at

this stage as 20% of the total population of the students lay in the good level of communication.

**The post-Test Result of Vocabulary in English**

The figure 5 below is the display of the findings concerned to vocabulary that were obtained after the pre-test.

**Tab 6**

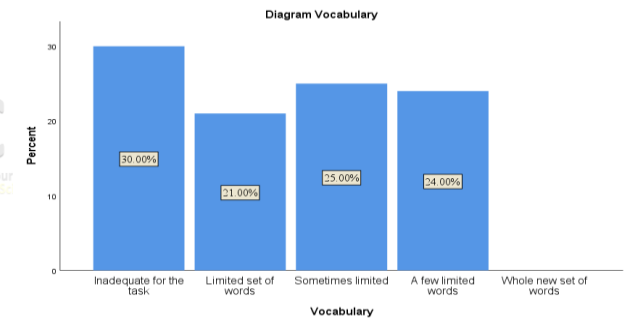
*The post-test result of Vocabulary*

Inadequate for the task	Limited set of words to the role play	Sometimes limited after role play	Words for real life situation	Whole new set of words
31%	33%	36%	—	—

The table 6 shows how the videos of Alex and Gaby had an effect on the collection of words for the students. The graphic illustration of this effect is given below.

**Figure 5**

*The post-test result of English Vocabulary among students*



30% of the students had level of vocabulary which was nonexistent or inadequate for the task. They could not learn English at all. 21% of the students lay in the second level of vocabulary rubric. Students had learnt limited set of words which was restricted to only role-play. 25% students learnt English set of words which were not confined only to role-play but they had in their bags a few words which were not part of the skit they performed. The last finding in vocabulary was again encouraging for the researcher as 24% of the students had learnt a set of a few limited words which encircles real life situations. They not only performed well in the role-play but also were keen to learn new words and utter those words in their daily life speech as well.

**The post-test result of Accuracy in English**

The effect of videos on the accuracy of students' English speaking skills is given below in table 7;

**Tab 7**

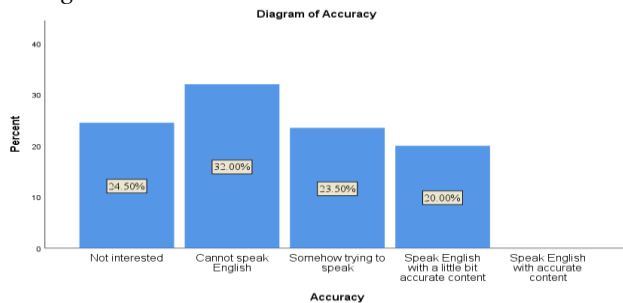
*The post-test result of Accuracy in English*

Not interested in English	Problems in English speaking after trying	Speak English but not with accuracy	Speak English with good accuracy	Speak English with accurate content
24.50%	32%	23.50%	20%	—

The graphic explanation of this effect is given below in figure 6;

**Figure 6**

*The post-test result of English speaking accuracy among students*



24.50% of the total students were not interested at all in English. The reason for their lack of interest was again not confined to any specific reason. That reason can be societal, emotional, and cognitive. Students were given the liberty to not share their personal feelings in the research for their lack of interest. 32% of the students were those who could not speak English, no matter how hard they tried. English always remained a Hercules' task for them. 23.50% of the students after their best efforts could not make accurate content, but at least they were speaking English at a communicative level. 20% of the students were able to speak English with a little bit of accurate content, but with occasional mistakes.

**RESULTS DISCUSSION**

The present research focuses on the use of YouTube in the classes and role-play combined to see if students at the primary level can improve their speaking skills or not. One of the main objectives of the research was to find the effectiveness of role-playing activity through a selected set of videos from Gaby and Alex channel on Youtube in the improvement of English speaking skills among

primary school students. The results of the study explored that the use of the role-play activity in English classes at the primary level is highly beneficial. The students have shown an improvement in their speaking skills. The selected set of videos of Gaby and Alex from Youtube improved the daily use of English vocabulary of the students. The students were able to comprehend words like selling, tasty, getting late from school, teacher's scolding, and brushing teeth. The use of videos along with role-playing activities has improved the fluency and accuracy of English among the students. The amount of vocabulary that students had absorbed watching the videos was demonstrated by students in the role-play activity. It helped the students to understand the situation and utter responses according to the scenes presented to them in role-play. The researcher felt that passing on the instructions for the role-play can become trickier for the students. So, the researcher told the students that they should watch these videos only for fun. The students watched the videos with interest. The students when asked to role-play these videos, the students were ready to perform without any pressure.

**CONCLUSION**

The study consisted of examination and analysis of the effect of videos of YouTube's Alex and Gaby Channel and role-playing of these videos on the speaking abilities of primary level students of D.G.Khan periphery. The results showed a significant standard deviation between the improvement of English speaking skills of the experimental and the control group, all due to the incorporation of Alex and Gaby videos from YouTube in the class. The results which showed this development of students in English speaking skills was evident through the mean scores of the test of both the groups. The results stipulated that the research had an obvious and constructive effect on the primary students of D.G.Khan public school students' English speaking skills, and in favor of the experimental group. The last process involved in the research was to conduct a post-test and conduct interviews with the teachers. So, a day was consulted with the teachers of the schools. On the decided day, the researcher visited the schools and performed the post-test with the help of the class teachers. After the post-test, interviews were taken with the respective

class teachers. All the teachers agreed that these videos along with the role-play activity had clearly upgraded the English-spoken skills of the students. The students had become keener and requested their teachers to incorporate these videos in the classes for English lessons. The students developed in themselves an interest in English.

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