

Youtube Videos as Supplementary Materials for Teaching English Literature

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Abstract: *This study determined the effective use of YouTube videos as supplementary materials in teaching English. It utilized quantitative design using quasi-experimental approach to the Grade 6 pupils of Bernardo Vasquez Memorial Central Elementary School who were randomly assigned into two groups: the experimental group, who watched YouTube videos during the conduct of English lesson, and the control group, who were not exposed to YouTube videos. It used the researcher-made questionnaire as assessment tool to determine the effectiveness of YouTube videos as supplementary material in teaching English.*

Based on the results of the study, the following findings were identified: The performance in English of the participants in both control and experimental groups have improved as per pretests and posttests results in the writing and speaking tasks. However, the experimental group has higher post-test results after using YouTube relevant videos in the English class in both writing and speaking perform ancethan the control group.; There was a significant difference between the pre-test and post-test results of each group in terms of writing and speaking; There exist a significant difference on the post-test English performance between the control and experimental groups after controlling the effect of the pretest.

From the findings of the study, the following conclusions were drawn: (a) The performance of the pupils in writing and speaking in English in both groups prior and after the use of relevant Youtube videos as supplementary material to teaching English have improved after the conduct of the study; (b) The students in both experimental and control classes demonstrated the skills as expected of them in the teaching of language, but the experimental group performed better, and (c) the YouTube videos used to teaching language are effective in teaching language.

Keywords: Youtube videos

I. INTRODUCTION

The 21st century marks the digital era wherein Information and Communication Technology (ICT) is highly significant in many sectors in the society and can be used for many aspects of human life. It plays a major role in the development of the different sectors in the society in terms of economy, industry, politics, culture and education. In the education sector, ICT is very essential in improving learners' educational efficiency and it increases the quality of teaching (Ratheeswari, 2018). ICT also helps language teachers to improve their content in teaching and provide quality learning to the learners.

The use of internet has paved the way to accessing to different social media platforms which are helpful in teaching and learning the English language in the most convenient and effective manner. There are many different online platforms to be used in teaching English language and one of which is the Youtube website. Youtube is a source of online materials that can play a key role in teaching and learning. It has become more popular in the Philippines, as it is considered the most popular social media platform in the third quarter of 2020 with 97.2 percent of internet users accessing the platform (Datareportal, 2020), providing students with relevant videos and other audio-visual materials that may help them improve their understanding and performance in English language lessons (Almurashi, 2016).

It has been observed that when students watch authentic and real-life clips, they gain positive indicators (Maness, 2004). Using YouTube relevant videos as supplementary materials in English classes can provide learners with meaningful learning experiences by engaging them in real-life scenarios to which they can relate.

This study examined the effective use of YouTube relevant videos as supplementary materials in teaching English language among elementary learners and how it was instrumental to language teachers in increasing the skills of pupils in learning the English language. It also tried to investigate the positive impact of YouTube videos as additional tools for teaching English classes as well as the importance of multimodal text in improving students' understanding and performance in English language.

II. REVIEW OF RELATED LITERATURE

The wide use of internet and the rise of new technologies have greatly impacted the education system around the world. Incorporating ICT as a medium for teaching is becoming more and more acknowledge (Mullamaa, 2010). One of the most widely debated issues in the field of education is the use of ICT in English as a Second Language (ESL) teaching and learning (Yunus & Salehi, 2012).

According to Gilakjani (2013), the use of technology has the potential to significantly alter current language teaching methods. Nowadays, technology integration has gone through innovations and transformed our societies, completely changing the way people live, work, and think (Grabe, 2007). Furthermore, it has been demonstrated that the use of ICTs in education can aid in memory retention, motivation, and overall comprehension (Drent, 2005). In the Philippines, teachers have already incorporated technology in the teaching- learning process. This has been advantageous to the education system since the learners nowadays are more technologically-oriented than teachers who utilized the traditional approaches to teaching. Because students have changed dramatically, Marc Prensky refers to this generation as "Digital Natives" (Prensky, 2001). Their brains process new information in ways that differ from those designed by their educators. As a result, teachers face a challenge in finding and developing creative and effective ways to engage and educate digital natives (Pratama et al, 2021).

To address this challenge, many researchers have tried to shed light on the vital role of Youtube relevant videos in the teaching- learning process. YouTube is a multifaceted resource with videos in all fields of knowledge that are easily accessible (Kabooha & Elyas, 2015). The use of YouTube in ESL classes allows students to access native speakers' language in a natural context (Nurkholida, 2016). YouTube, according to (Styati, 2016), facilitates learners' interest in studying English. He also mentioned that YouTube is an authentic resource for teaching the four English skills.

The use of YouTube videos has greatly aided the development of the learners' English skills. YouTube videos improved learners' listening skills by providing both audio and visual aids, allowing them to figure out the words they hear while learning the subject content and improving their language abilities, according to Ayu (2016), Medoukali (2015), and Watkins & Wilkins (2011). Furthermore, as Saiful (2019) and Rahayu and Putri (2019) discovered in their studies, using YouTube videos improved students' speaking skills toward Vlogging and uploading videos to the YouTube website. According to Almurashi (2016) and K. Muhammad (2012), using YouTube videos help students understand literature. Furthermore, because YouTube makes it easier to find a topic and new vocabulary, it can make students more interactive (Riswandi, 2016).

YouTube videos are effective supplementary materials for teaching English language, particularly to young learners. Wu et al. (2002) investigated the effective use of videos on the Internet and proposed several directions and approaches emphasizing the effectiveness of using videos in education. Whithaus and Neff (2006) also believed that teachers could use videos as a Web-based mode of teaching, allowing them to use those videos as means of learning. YouTube, according to Bonk (2009), is an appealing social medium that aids in global education. As a result, more instructors are turning to YouTube to teach English (Duffy 2008).

Furthermore, it provides enjoyment and quick access to instruction, culture-based videos, and languages from all over the world (Terantino 2011). In other words, the increasing demand for learning via YouTube has the potential to positively impact the learning ecology (Kwan et al. 2008). According to Prensky (2009), using YouTube videos in classroom instruction is effective because it contains videos from different authors, scientists, influential people, TV news broadcasts, and other TV programs. As a result, these videos have become a standard method of communicating essential information that is only available in videos.

Synthesis of the Review. The literature and studies cited have a bearing on the study as each gives substantial references to the study at hand when it comes to the effectiveness of YouTube relevant videos as supplementary materials in teaching the English literature. This research study agreed to the theories cited by previous researchers that

YouTube videos are indeed effective in developing the learners' skills in English and that many language teachers are using this platform in their approach to teaching English lessons. YouTube videos help boost learners' interest in learning as it provides authentic and relatable materials that the digital natives can relate. Thus, YouTube videos should be considered as effective supplementary tools in all aspects of learning as it brings learning experiences more meaningful and fulfilling.

While most of the previous studies conducted investigated the effective use of YouTube videos in developing the learners' basic skills in the English language such as listening, speaking, reading, writing, comprehension, vocabulary and the like, this present study focused on the impact of incorporating YouTube videos in English lessons to the academic performance of the learners.

III. THEORETICAL FRAMEWORK

Mullamaa (2010) describes how ICT solutions can be used to support various classroom activities, group-work and pair-work assignments, independent work, enforcing student-centered learning and individualization principles, and forming one's personal opinion and being able to express it on topical issues. Moreover, Cahyana (2020) found out that the implementation of YouTube video in teaching and learning English has a positive impact to students' acquisition of English skill such as reading comprehension, speaking comprehension, listening and viewing comprehension. In this study, it is anchored on two most important theories – Theory of Multiple Intelligence by Howard Gardner and Dual Channel Learning.

Theory of Multiple Intelligence

Howard Gardner's Theory of Multiple Intelligences was supported by this research study. According to Gardner's multiple intelligences theory, an individual possesses at least eight discrete intelligences, each with various strengths and preferences: linguistic, logical mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences (Gardner, 2006). "The relative strengths and weaknesses of these intelligences determine how individuals process information, perceive the world, and learn" (Marshall, 2002).

Dual-Channel Learning

Students with and without a strong dominant modality preference benefit from video-based instruction. Marshall (2002) cited Wiman and Mierhenry's (1969) findings, extending Dale's "Cone of Experience" stating that people will generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see. "Video is a type of multimedia that conveys information simultaneously through two sensory channels: aural and visual. It frequently employs a variety of presentation modes, such as on-screen print with verbal and visual representations and closed-captioning (Mayer, 2001). The richness of these forms of information, such as images, motion, sound, and, on occasion, text, benefits learners by allowing them to learn through both verbal and visual means, to view actual objects and realistic scenes, to see sequences in motion, and to observe viewpoints that would be difficult or impossible to observe in real life.

The over-all scenario of this study is presented in Figure 1- Research Paradigm. The first box contains the English Language skills such as reading comprehension, listening comprehension, speaking comprehension and viewing comprehension that needs to be developed using YouTube videos as supplementary materials in teaching as indicated in the second box. The third box determines the impact of YouTube videos in developing the skills in the English language such as reading comprehension, listening comprehension, speaking comprehension and viewing comprehension and how it affects the academic performance of the respondents

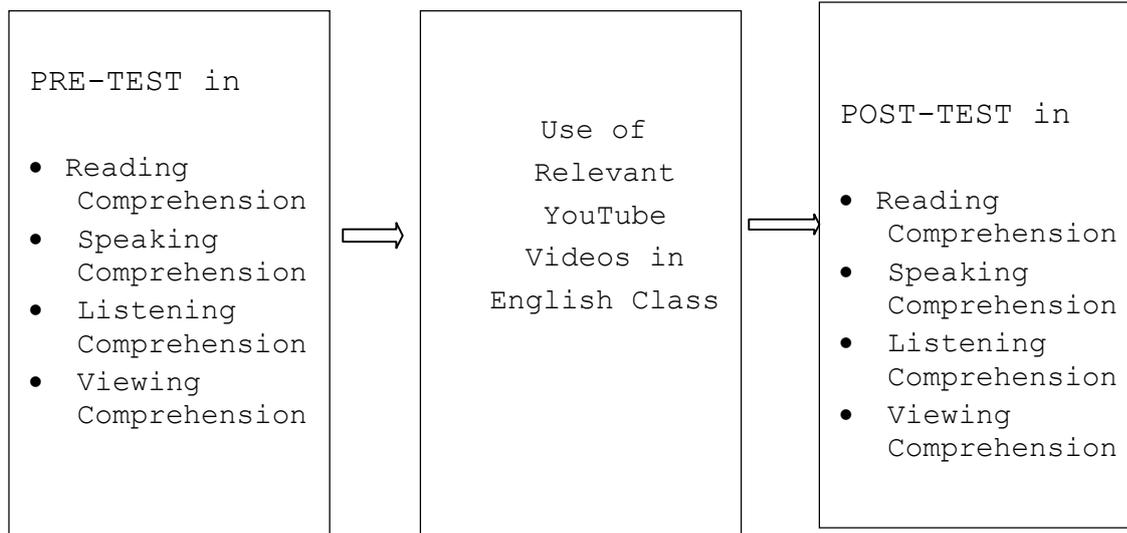


Figure 1. Research Paradigm

3.1 Statement of the Problem

This study looked into the effective use of YouTube relevant videos as supplement materials for teaching the English language among the Grade 6 learners of Bernardo Vasquez Memorial Central Elementary School, District 6, Surigao City Division. Specifically, it sought answers to the following questions:

1. What is the performance in English of the participants in both control and experimental groups prior and after the use of relevant YouTube Videos in their English class, in terms of the following:

- Writing
 - Reading Comprehension;
 - Listening Comprehension; and
 - Viewing Comprehension?
- Speaking
 - Fluency;
 - Pronunciation and Accent;
 - Vocabulary;
 - Grammar;
 - Details?

2. Is there a significant difference between the pretest and posttest English performances of the participants in each group?

3. Is there a significant difference in the posttest English performances between the control and experimental groups after controlling the effect of the pretest?

3.2 Hypotheses

- **Ho₁** :There was no significant difference between the pretest and posttest English performances of the participants in each group.
- **Ho₂** :There was no significant difference on the posttest English performances between the control and experimental groups after controlling the effect of the pretest.

3.3 Significance of the Study

The following entities are expected to benefit from this study:

- **School Administrators.** The results of this study would encourage school administrators to adapt the new approaches in teaching suited to the interest of the digital learners by implementing the use of technology and social media platforms in the teaching-learning process.
- **English Language Teachers.** The results of this study would provide the English language teachers an avenue to which they could improve approaches in teaching English lessons effectively and efficiently by considering the use of online materials such as the YouTube videos in incorporating to the teaching of language.
- **Learners.** The result of this study would provide learners a wide opportunity to explore learning beyond the classroom setting. They could gain more understanding and knowledge of the lessons while enjoying the process of learning brought by the aid of technologies.
- **Future researchers.** The result of this study would encourage future researchers to conduct more studies regarding the use of social media platforms as supplementary materials in learning different field of disciplines.

3.4 Scope and Limitations of the Study

This study was limited only to the following:

- **Focus.** The study determined the effective use of YouTube video in teaching and learning English and its positive impact to students' acquisition of English skills such as reading comprehension, speaking comprehension, listening and viewing comprehension.
- **Respondents.** The respondents of the study were the Grade 6 pupils of Bernardo Vasquez Memorial Central Elementary School, District 6 of DepEd, Surigao City Division.
- **Place and Time.** The study took place on the 4th Quarter of School Year 2021-2022 at Bernardo Vasquez Memorial Central Elementary School, District 6 of DepEd, Surigao City Division.

3.5 Definitions of Terms

For better understanding of the readers with regard to the content and context of this study, the following terms were defined conceptually and operationally:

- **Writing skill.** This refers to the specific abilities that help writers put their thoughts into meaningful words and interact with the message mentally.
- **Reading comprehension.** This refers to the process of simultaneously constructing and extracting meaning from print through interaction and engagement.
- **Listening comprehension.** This refers to the various processes involved in comprehending and capable of understanding spoken language. These include things like recognizing speech sounds, comprehending the meaning of individual words, and/or comprehending the syntax of sentences in which they are presented.
- **Viewing comprehension.** This refers to the participants' ability to comprehend what they are watching. It entails the interpretation of images and the linking of visual images in videos, computer programs, and websites.
- **Speaking skill.** This is referred to as the ability to effectively communicate. This skill allows students to communicate information verbally in a way that the listener can understand.
- **Fluency.** This refers to the ability to speak or link units of speech together with competence and without tension or inappropriate slowness or undue hesitation
- **Pronunciation and Accent.** Pronunciation refers to the ability to stress, rhythm, and intonate a word correctly in a spoken language. Accent is a change in the sounds of a second language caused by the influence of the first language.
- **Vocabulary.** This refers to the words or set of words used by the speaker to communicate in a certain language.
- **Grammar.** This refers to the study of word classes, inflections, sense, and functions and relationships in sentences.

- **Details.** This refers to the ability of the speaker to express ideas and describe the subject matter being delivered or communicated.
- **Supplementary material.** It is additional teaching resource material that is relevant to the study being presented or discussed.
- **Videos.** It is a digital or videotape recording of moving visual images.
- **YouTube.** It is a free online video sharing and social media platform where registered users can watch, like, comment on, and upload their own videos.

IV. RESEARCH METHODOLOGY

This chapter presents the research design, research environment, respondents, research instrument, ethics and data gathering procedure and data analysis.

4.1 Research Design

Quasi-experimental design was employed in this study. This research design aimed to identify the impact of a particular intervention, program or event by comparing treated units to control units. This design was deemed appropriate because it provided valid and unbiased estimates with regard to the effective use of YouTube videos as supplementary materials in improving learners' performance. The students were randomly assigned into two groups: the experimental group who watched YouTube videos during the conduct of English lesson, and the control group which was not exposed to YouTube videos.

Pre-test and post-tests were administered to the two groups a day before and after the treatment. The main aim of the pre-test was to assess students' performance in terms of their reading comprehension, listening comprehension, speaking comprehension and viewing comprehension while the post-test assessed the effective use of YouTube videos among those skills and how it affected students' academic performance.

4.2 Participants

The participants of the study were the currently enrolled Grade 6 learners taking the same English class. The class has three sections namely Joy, Love and Hope with 86 total populations. The sample were obtained through the use of purposive sampling method wherein the respondents were chosen based on the researcher's own judgment that the selected participants fit the profile of the people that she needed to reach. In each section, 15 pupils were taken as respondents wherein pupils from sections *Joy and Love* represented the experimental group with a total of 30 participants and pupils from section *Hope* represented the control group with 15 respondents. All in all, there were 45 learners who participated in the conduct of the study. The respondents were grouped together based on their characteristics and learning capacity.

Table 1. Schedule of Classes

Section	Topic	Schedule	Date	Time
Joy (Experimental Group)	Biases and Propaganda devices used by the Speakers	-Administer Pre-test	04/26/22	1:00-2:00PM
		-Conduct classes using YouTube Videos	04/27/22	
		-Administer Post-test	04/27/22	
Love (Experimental Group)	Biases and Propaganda devices used by the Speakers	-Administer Pre-test	04/26/22	2:00-3:00PM
		-Conduct classes using YouTube Videos	04/27/22	
		-Administer Post-test	04/27/22	
Hope (ControlGroup)	Biases and Propaganda devices used by the Speakers	-Administer Pre-test	04/28/22	3:00-4:00PM
		-Conduct classes using traditional method	04/29/22	
		-Administer Post-test	04/29/22	

4.3 Research Environment

This study was conducted at Bernardo Vasquez Memorial Central Elementary School. The school, formerly known as Rizal Elementary School, is located at Purok 1, Tumanday, Brgy. Rizal, Surigao City. It is situated at the back of the Office of the Barangay Local Government Unit. It is currently headed by an Elementary School Principal II, with 24 teaching staff from Kindergarten to Grade 6. Presently, the school has a total population of more than 500 officially-enrolled students.



Plate 1: Location Map of B. Vasquez Memorial Central Elementary School

4.4 Research Instruments

The study used the researcher-made questionnaire and a rubric as assessment tool to determine the academic performance of the learners in the English language. The questionnaire and a rubric was used by the two similar groups of learners who were taught the same lessons in English subject. The questionnaire was used to evaluate the performance of the learners in both experimental and control groups in terms of their written tasks namely reading, listening and viewing comprehension. There were three sets of questionnaire being administered to the participants. Each questionnaire has a 10-item multiple-choice type of test questions. The questions were based on the topic discussed during the conduct of the experiment. Same sets of questionnaires were being administered in both the control and experimental groups. While the rubric was used to measure the speaking skills of the participants in terms of fluency, pronunciation and accent, vocabulary, grammar and details.

Validity. The researcher-made questionnaire and rubric were being validated by the experts prior to its administration. To measure the students' reading, listening, and viewing comprehension, three sets of questionnaires were used. One set of questionnaire for reading comprehension, another set for listening comprehension and also one for viewing comprehension. The purpose of the rubric was to evaluate the respondents' speaking comprehension. In doing this, the researcher sent letters seeking technical assistance from various experts who could help improve the quality of questions and the appropriateness of the scoring rubric to ensure that it could really assess reliable outcomes as to the effectiveness of the study at hand. After the validation, the researcher incorporated some revisions based on the suggestions given by the research specialists. After which, the questionnaire and the rubric were being validated and finalized.

Reliability. To test the reliability of the questionnaire, the researcher conducted a dry-run to a section of Grade 6 pupils, a school different from the one where the experiment was being conducted. Twenty (20) participants were selected to answer the written tests in order to assess their reading, listening and viewing comprehension skills. To measure the effectiveness of the rubric, the researcher downloaded ten different speaking performances from the YouTube website and asked two teachers to rate those speaking performances using the scoring rubric. The results were being tallied and documented. Using the Cronbach's Alpha for written tasks and Cohen's Kappa for Speaking tasks as statistical tools for checking reliability of the instruments, the results came up to be reliable as shown in the table below.

4.5 Reliability of Instrument

Task	Skill	Cronbach's Alpha	Interpretation
Written	Reading Comprehension	0.83	Reliable
	Listening Comprehension	0.79	Reliable
	Viewing Comprehension	0.77	Reliable
Speaking	Cohen's Kappa		
	Fluency	0.84	Reliable
	Pronunciation and Accent	0.84	Reliable
	Vocabulary	0.87	Reliable
	Grammar	0.77	Reliable
	Details	0.82	Reliable

Ethics and Data Gathering Procedure

To gather the data needed for this study, the following procedures were followed:

The researcher asked permission by sending two request letters, the first letter was addressed to the Dean of the Graduate School for approval and another was sent to the Schools Division Superintendent for permission to administer the research instrument to the target respondents.

After securing the approval, another letter of intent was made asking permission from the School Head of the target schools for the conduct of the test to the respondents. The data gathered were sorted, tallied and analyzed.

The researcher used the validated instruments which are the questionnaire for written tests and the rubric for the speaking tasks. The abovementioned research instruments were administered to the participants to measure the effectiveness of the YouTube videos when used as supplementary materials for teaching English. The written tests measured the performance of the learners in terms of their reading, listening and viewing comprehension, say for instance the performance of the experimental group after being exposed to YouTube videos during the lesson discussions and the control group who were not exposed to YouTube videos. The rubric was used to assess the performance of both groups in their speaking skills in terms of fluency, pronunciation and accent, vocabulary, grammar and details. Pretest was conducted prior to the lesson discussion and after presenting the lesson, posttest was being administered.

In terms of the selection of the YouTube videos, the researcher identifies first the lesson to be discussed in the conduct of the experiment. She selected the lesson in English from the Modules distributed by the Department of Education in the fourth quarter. Based on the topic, she then selected and downloaded videos from the YouTube website which are relevant to the lesson presented. To ensure the reliability of the videos, the researcher conducted a dry-run to the pupils in other school prior to its administration. See *Appendix G* on page 70 for the topic and the list of videos used during the conduct of the study.

Data Analysis

The following statistical tools were used in treating the data of the study:

- **Mean and Standard Deviation.** These tools are used to describe quantitative data such as reading comprehension, listening comprehension and viewing comprehension under writing assessments; and fluency, pronunciation, accent, vocabulary, grammar and details under speaking tasks.

- **t-test for Paired Samples.** This tool is appropriately used to compare two sets of quantitative data which are correlated with each other such as reading comprehension, listening comprehension and viewing comprehension under writing assessments; and fluency, pronunciation, accent, vocabulary, grammar and details under speaking tasks.
- **Analysis of Covariance (ANCOVA).** This tool is appropriately used to compare quantitative data such reading comprehension, listening comprehension and viewing comprehension under writing assessments; and fluency, pronunciation, accent, vocabulary, grammar and details under speaking tasks.

V. RESULTS AND DISCUSSION

This chapter presented the results of the data gathered, interpretation and the discussion relevant to the study. The order of the discussion follows the sequence of the problems posed in Chapter 1.

Writing Performance in English of the Experimental Group

Table 2 presents the comparison of the written English Performance of the experimental group exhibited by the pupils during the conduct of the limited face-to-face classes by the researcher before and after the implementation of using the Youtube video as a supplementary material in teaching literature.

Table 2. Writing Performance in English of the Experimental Group

Test	Skill	Mean	SD	Percent	T	Description
Pretest	Reading Comprehension	2.50	1.20	25.00	66	Did Not Meet Expectations
	Listening Comprehension	3.80	1.37	38.00	69	Did Not Meet Expectations
	Viewing Comprehension	4.30	1.44	43.00	70	Did Not Meet Expectations
Posttest	Reading Comprehension	5.13	1.70	51.33	72	Did Not Meet Expectations
	Listening Comprehension	5.97	1.30	59.67	74	Did Not Meet Expectations
	Viewing Comprehension	5.83	1.21	58.33	74	Did Not Meet Expectations

It can be gleaned from the table that the results showed *did not meet the expectations* on the pre-test and post-test as indicated by the total scores in general which means that the data analyzed yielded low both pre and post on affecting results reading, listening and viewing skills, being considered in this study. However, there was a difference on the significant mean on both groups after utilizing the material.

As presumed, these skills could have learned but because of the Covid-19 pandemic, there were problems affecting to these overriding skills. According to Esnara (2021), learners in the time of pandemic struggled on complex syntactic constructions, perplexed and disturbed in listening items especially on videos when the test sentence is embedded with intervening words, phrases, or subordinate clauses. As English for Foreign Language and English for Second Language experts have observed, the shift in instructional modality affects ways of learning that were not previously planned.

The results further showed that there was an increase from pre to post test as indicated in their mean. The tests showed a leap indicating its difference on reading comprehension from 2.50 Mean to 5.13 Mean, listening comprehension from 3.80 Mean to 5.97 Mean, and viewing comprehension from 4.30 Mean to 5.83 Mean. From this data, it could be implied that viewing Youtube videos as supplementary material to teaching language can contribute learning of the English language, enable them to go beyond the limited information and sources, and simplified lessons due to audio-visual effects (Almurashi, 2016) contributing the development of skills on reading, viewing, and listening as exhibited by the pupils because of the material introduced.

Writing Performance in English of the Control Group

Table 3 presents the comparison of the written English Performance of the controlled group exhibited by the pupils during the conduct of the limited face-to-face classes by the researcher without the Youtube video as a supplementary material.

Table 3. Writing Performance in English of the Control Group

Test	Skill	Mean	SD	Percent	T	Description
Pretest	Reading Comprehension	2.73	1.22	27.33	66	Did Not Meet Expectations
	Listening Comprehension	4.33	1.45	43.33	70	Did Not Meet Expectations
	Viewing Comprehension	4.07	1.53	40.67	70	Did Not Meet Expectations
	Posttest	Reading Comprehension	5.40	1.92	54.00	73
Posttest	Listening Comprehension	5.20	0.68	52.00	73	Did Not Meet Expectations
	Viewing Comprehension	5.13	0.92	51.33	72	Did Not Meet Expectations

As indicated in the description as *did not meet expectation* for control group which this means that the scores yielded low, however, there was a leap of difference and improvement of scores from its pre-test to post-test based on its difference. The pre-test results showed 2.73 mean on reading comprehension, 4.33 mean listening comprehension, and 4.07 viewing comprehension while the post-test generated a difference showing 5.40 mean on reading comprehension, 5.20 mean on listening comprehension, and 5.13 mean on viewing comprehension. This further means that the control group based on classroom discussion, there was an improvement of the significant mean or scores considering the non-usage of the Youtube videos as supplementary materials in teaching language.

According to Sherman (2003), the traditional way of teaching is still an effective strategy but with globalization, watching authentic videos in the classroom can make the learning process more enjoyable and meaningful. While teaching in this time of pandemic created a new normal of interaction like wearing of face masks during discussion, this led to observable outcomes among pupils like lower performance, lower confidence scores, and increased perceived effort (Geovanilli et al., 2021). Importantly, these findings emerged in a context of the pandemic in which the impact of information related to wearing a mask can reduce meta-cognitive abilities and this could be presumed due to low scores generated on pre-test or even to post test.

While most public schools are introducing limited face-to-face classes, the effect of face masks on confidence in reading emotions (Carbon, 2020) discovered lower accuracy scores in recognizing expressions displayed by faces wearing surgical masks. This finding supported the notion that concealing the lower half of a person's face reduces the efficacy of a conversation not only linguistically but also nonverbally (Boldt & Gilbert, 2019).

Speaking Performance in English of the Experimental Group

Table 4 presents the comparison of the speaking English Performance of the experimental group exhibited by the pupils during the conduct of the limited face-to-face classes by the researcher with the Youtube video as a supplementary material.

Table 4. Speaking Performance in English of the Experimental Group

Test	Skill	Mean	SD	Percent	T	Description
Pretest	Fluency	2.00	0.98	40.00	70	Did Not Meet Expectations
	Pronunciation and Accent	2.07	0.91	41.33	70	Did Not Meet Expectations
	Vocabulary	2.07	0.91	41.33	70	Did Not Meet

						Expectations		
Posttest	Grammar		2.00	0.98	40.00	70	Did Not Meet	Expectations
	Details		2.30	0.88	46.00	71	Did Not Meet	Expectations
	Fluency		2.70	0.70	54.00	73	Did Not Meet	Expectations
	Pronunciation and Accent		2.73	0.74	54.67	73	Did Not Meet	Expectations
	Vocabulary		2.77	0.73	55.33	73	Did Not Meet	Expectations
	Grammar		2.77	0.68	55.33	73	Did Not Meet	Expectations
	Details		3.10	0.80	62.00	76	Fairly Satisfactory	

It can be gleaned from this table that results yielded *did not meet the expectation* before and after using the Youtube video as supplementary material to teaching language as indicated by total scores in general above. This further showed that the experimental group showed low scores on the prerequisite skills, however fairly satisfactory on details as one skill highlighting on the capacity of the pupils to give descriptions.

The findings of Utami (2021) showed that the use of social media like Youtube is important to gain tips to speak in English and to produce the correct pronunciation. These media and technology combine to improve the quality of learning speaking skills in the online learning era allowing students to do more repetition and pronounce the correct pronunciation and help them to better comprehend the content of the material they uploaded to their YouTube channel. As a result, students not only learn the theory, but they also have an output, such as being able to upload their performance to their YouTube channel, as the learning speaking skill used media and technology.

With the results as presented above, the experimental group showed an improvement on the skills developed. The pre-test showed 2.00 Mean on fluency and grammar, 2.07 Mean on pronunciation, accent, and vocabulary, and 2.30 Mean on details. While post-test results showed a slight increase of 2.70 Mean on fluency, 2.73 Mean on pronunciation and accent, 2.77 Mean on vocabulary and grammar, and 3.10 on details which item was interpreted as fairly satisfactory.

From the data, it could be implied that the students developed the most basic skills after using the Youtube video as a supplementary material. However, it is recommended by Li et al. (2020) that some videos on Youtube contain misleading information reaching millions of viewers worldwide, thus, it must be used to deliver timely and accurate information and to minimize the spread of misinformation.

Speaking Performance in English of the Control Group

Table 5 presents the comparison of the speaking English Performance of the control group exhibited by the pupils during the conduct of the limited face-to-face classes by the researcher with the Youtube video as a supplementary material.

Table 5. Speaking Performance in English of the Control Group

Test	Skill	Mean	SD	Percent	T	Description
Pretest	Fluency	2.13	0.92	42.67	70	Did Not Meet Expectations
	Pronunciation and Accent	2.00	1.00	40.00	70	Did Not Meet Expectations
	Vocabulary	2.00	0.93	40.00	70	Did Not Meet Expectations
	Grammar	2.07	1.03	41.33	70	Did Not Meet Expectations

	Details	2.27	1.03	45.33	71	Did Not Meet Expectations
Posttest	Fluency	2.53	0.83	50.67	72	Did Not Meet Expectations
	Pronunciation and Accent	2.53	0.74	50.67	72	Did Not Meet Expectations
	Vocabulary	2.33	0.72	46.67	71	Did Not Meet Expectations
	Grammar	2.47	0.74	49.33	72	Did Not Meet Expectations
	Details	2.60	0.83	52.00	73	Did Not Meet Expectations

It can be gleaned from this table that pupils showed *did not meet the expectation* before and after without using the Youtube video as supplementary material to teaching language as indicated by its low scores on variables which include fluency, pronunciation and accent, vocabulary, and grammar. There was a slight difference between the pre and post test results from 2.13 Mean to 2.53 Mean on fluency, from 2.00 Mean to 2.53 Mean on pronunciation and accent, from 2.00 Mean on vocabulary to 2.33 Mean, from 2.07 Mean on grammar to 2.47 Mean, and 2.27 Mean on details to 2.60. Results showed that based on the classroom discussion, the skills were demonstrated yet needs to be improved. While speaking is an important skill, there are certain factors affecting to the results of the study while there was no Youtube video used in the discussion. According to Efa (2021), there were some issues that teachers and students encountered during the Covid-19 pandemic. The students were shy and afraid to speak in English, which caused problems. Teachers used their mother tongue during the teaching and learning process or when responding, but students did not pay attention or exercise when the teacher asked them to. The students had difficulty learning English, particularly speaking skills. The issues were that the students were shy and afraid to speak English, that they lacked vocabulary, that they lacked motivation, and that they had difficulty pronouncing the word in English. According to Djafar (2020), the English class in pandemic Covid-19 is more difficult than in the normal era. Furthermore, students lacked vocabulary and did not know how to pronounce certain words.

Difference between the Pretest and Posttest Performance of the Participants

Table 6 shows the difference between the pre and post test performance of the pupils both in experimental and control group.

Table 6. Difference between the Pretest and Posttest Performance of the Participants

Group	Task	Skill	t	df	p	D	I
Experimental	Writing	Reading	10.11	29	5E-11	R	S
		Comprehension					
		Listening	5.93	29	2E-06	R	S
		Comprehension					
		Viewing	5.14	29	2E-05	R	S
	Speaking	Comprehension					
		Fluency	6.43	29	5E-07	R	S
		Pronunciation and Accent	5.53	29	6E-06	R	S
		Vocabulary	5.46	29	7E-06	R	S
		Grammar	6.19	29	1E-06	R	S
Control	Writing	Details	6.13	29	1E-06	R	S
		Reading	6.50	14	1E-05	R	S
		Comprehension					

Speaking	Listening Comprehension	2.58	14	0.022	R	S
	Viewing Comprehension	3.10	14	0.008	R	S
	Fluency	2.45	14	0.028	R	S
	Pronunciation and Accent	3.23	14	0.006	R	S
	Vocabulary	1.78	14	0.10	NR	NS
	Grammar	2.10	14	0.054	NR	NS
	Details	2.09	14	0.06	NR	NS

Legend:

R-Rejected

S-Significant

NR-Not Rejected

NS-Not Significant

From this table, it could be seen that the experimental group had higher p-value than the control group on written and speaking tasks. The experimental class made a leap showing that the mean difference in the scores was greater than the mean differences of the control class. This means that the skills developed by the students in experimental class have improved.

The table also supported the previous results that the skills of the pupils have improved within the duration of the study. As shown, there was a significant difference in the pre-test and post-test scores of the pupils in the experimental class as shown. There was also a significant difference between the pretest and posttest English performance of the participants in each group like written and speaking, thus rejecting the null hypothesis as indicated by its p-values of not more than 0.05.

Contrary to the results of the experimental group, the results on the control group showed a significant difference, thus, rejecting the null hypothesis except that that the skills on vocabulary, grammar, and details which are not considered significant and is therefore not rejected obtaining a p-value of 0.10, 0.054, 0.06, respectively. However, these findings contradict those of Syafiq et al (2021), who found that using YouTube videos as English learning material improved students' fluency, vocabulary, pronunciation, grammar, and content. As a result, it is possible to conclude that using YouTube videos during online learning in pandemic Covid-19 can help students improve their speaking skills. The findings suggest that using YouTube videos as a teaching strategy can help students in the experimental class improve their subject knowledge (Nomura, et al., 2021)

Difference on the Posttest Performance between the Control and Experimental Groups

Table 7 shows the difference between posttest performance of the pupils between the experimental and control groups.

Table 7. Difference on the Posttest Performance between the Control and Experimental Groups

Task	Skill	F	p	D	I
Writing	Reading Comprehension	0.02	0.88	NR	NS
	Listening Comprehension	4.30	0.04	R	S
	Viewing Comprehension	3.57	0.07	NR	NS
Speaking	Fluency	2.65	0.11	NR	NS
	Pronunciation and Accent	0.97	0.33	NR	NS
	Vocabulary	5.06	0.03	R	S
	Grammar	4.53	0.04	R	S
	Details	6.68	0.013	R	S

Legend:

R-Rejected

S-Significant

NR-Not Rejected

NS-Not Significant

It can be gleaned that pupils in both groups had different level of performance in writing and speaking, along with the skills to be developed, as indicated in its p-values. Thus, the last null hypothesis proved that there was a significant difference on the posttest English performance between the control and experimental groups after controlling the effect of the pretest was accepted, however, reading and viewing skills were considered not contributing factors to the written performance of the pupils, along with fluency and pronunciation and accent to the speaking performance based on its p-values of more than 0.05 which therefore were affected by the low scores as presented in Table 2 and 3. Thus, listening is a significant variable to written performance while vocabulary, grammar, and details are also significant variables to speaking comprehension.

It can be concluded that based from the results, listening is an important skill when involved to written performance while vocabulary, grammar and details are vital skills in the speaking performance. This first conclusion is consistent with the findings of (Tusyanah, Anissa, Chayatina, Sakitri, & Utami, 2019), who stated that writing is a fundamental skill in any language learning. Learners must use their language skills, such as grammar, diction, punctuation, spelling, and many others, but listening is especially important during academic discussions. These enable students to present their ideas in a well-structured manner in writing, communication, and listening. Measuring and understanding students' performance in writing classes is an essential part of the English teaching process.

On the other hand, the second conclusion is in line with the literature reviewed to provide support to the recent findings, however, this contradicts with the results on the insignificance of vocabulary, grammar and details as vital skills in the speaking performance. According to Al-Sobhi & Preece (2018), the teaching of speaking should enable the students to overcome their lack of speaking ability by implementing communicative approach in the English classes that would address the struggles on vocabulary, grammar, and details.

VI. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

This study employed a quasi-experimental design to determine the effective use of YouTube videos as supplementary materials in teaching language. The Grade 6 pupils from Bernardo Vasquez Memorial Central Elementary School were randomly assigned into two groups: the experimental group who watched YouTube videos during the conduct of English lesson, and the control group which was not exposed to YouTube videos. Pre-test and post-tests were administered to the two groups. It also used the researcher-made questionnaire as assessment tool to determine the academic performance of the learners in the English language and data were treated using the mean and standard deviation, t-test for paired sample, and analysis of covariance.

6.2 Findings

1. The performance in English of the participants in both control and experimental groups have improved prior and after the use of relevant YouTube videos in their English class which is evident in the results of the pretests and posttests in the writing and speaking assessments. In the writing tasks, the experimental group gained higher results in the posttests after using YouTube relevant videos in the listening and viewing comprehension, except that in reading comprehension, control group has gained higher result. In the speaking tasks, the experimental group has performed better which gained higher means in all the skills in speaking compared to the control group.
2. There was a significant difference in the pre-test and post-test scores of the pupils in the experimental class. There was also a significant difference between the pretest and posttest English performance of the participants in each group like written and speaking, thus rejecting the null hypothesis as indicated by its p-values of not more than 0.05. Contrary to the results of the experimental group, the results on the control group showed a significant difference, thus, rejecting the null hypothesis except that that the skills on vocabulary, grammar, and details which are not considered significant and is therefore not rejected.
3. There exists a significant difference on the posttest English performance between the control and experimental groups after controlling the effect of the pretest however, reading and viewing skills were considered not contributing factors to the written performance of the pupils, along with fluency and pronunciation and accent

to the speaking performance based on its p-values of more than 0.05 which therefore were affected by the low scores as presented in Table 2 and 3.

6.3 Conclusions

From the findings of the study, the following conclusions were drawn:

- The performance of the pupils in written and speaking in English both experimental and control classes prior and after the use of relevant YouTube videos as supplementary material to teaching English literature have improved. Therefore, the use of YouTube videos as supplementary material in teaching English are effective.
- The students in both experimental and control classes demonstrated the skills as expected of them in the teaching of language, but the experimental group performed better.
- Youtube videos are effective supplementary material in teaching language.

6.4 Recommendations

Based from the findings and conclusions of the study, the following recommendations are offered:

- School administrators, English supervisors or subject coordinators must conduct training-workshop on evaluating online instructional videos especially on YouTube to ensure accuracy and validity of the content.
- School administrators should allocate funds for the development of videos for distance learning of the pupils in the time of pandemic.
- The English language teachers should use these YouTube videos to help them in teaching language and improve the skills of their students both written and speaking.
- All teachers in language should develop also localized videos to aid innovation in teaching.
- Every teacher should have a repertoire of videos for easy access in teaching language.
- For future studies, a study on the impact of localized videos developed in teaching language can be researched.

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Appendices

Questionnaire

Name: _____

Date: _____

Grade/Section: _____

Score: _____

Reading Comprehension

Direction: Identify the biases and propaganda devices used by the speakers. Encircle the letter of the correct answer.

1. Who is going to be featured in a plain folks propaganda?
 - a. singer
 - b. actor
 - c. director
 - d. ordinary people

2. Which propaganda connects a person, product or idea to something negative?
 - a. testimonial
 - b. bandwagon
 - c. name-calling
 - d. glittering generalities

3. Which propaganda asks people to join the crowd and take action because everyone is doing it?
 - a. testimonial
 - b. plain folks
 - c. bandwagon
 - d. name-calling

4. Which propaganda uses a well-known person to endorse the product or service?
 - a. glittering generality
 - b. testimonial
 - c. bandwagon
 - d. technical jargon

5. Which propaganda uses regular people to sell a product or a service?
 - a. testimonial
 - b. plain folks
 - c. bandwagon
 - d. powerful words

6. This propaganda uses glaring terms to convince the consumers to buy their goods.
 - a. plain folks
 - b. bandwagon
 - c. name calling
 - d. glittering generalities

7. Jane wants to eat the flavored fries advertised by her favorite famous actress. What type of propaganda is used in this situation?
 - a. glittering generalities
 - b. testimonial
 - c. plain folks
 - d. bandwagon

8. It uses ordinary people to promote a product or service.
 - a. plain folks
 - b. bandwagon
 - c. name-calling
 - d. glittering generalities

9. "Creamy. Icy. Fudgee. Delicious cake ever!" What type of propaganda device is used in this advertisement?
 - a. testimonial
 - b. bandwagon
 - c. name-calling
 - d. glittering generalities

10. "Kutis porcelana at hindi morena" is one of the clichés tag-lines for most whitening products in the Philippines. Why is it name-calling propaganda?
 - a. It implies that whitening products are cheap
 - b. It implies that Filipina women have porcelain skin
 - c. It implies that being a morena is a negative trait
 - d. None of the above

Reference: <https://brainly.ph/question/10089060>

Speaking Comprehension

Direction: Discuss your answer to the question below by saying it orally.

What is your favorite TV commercial? How does it convince you to buy the product?

Rubric for Speaking

	FLUENCY	PRONUNCIATION AND ACCENT	VOCABULARY	GRAMMAR	DETAILS
5	Smooth and fluid speech; few to no	Pronunciation is excellent; good effort at accent	Excellent control of language features; a	Accuracy & variety of	High level of accuracy in



	hesitations; no attempts to search for words; volume is excellent.		wide range of well-chosen vocabulary	grammatical structures	description is reflected; high degree of detail included in description
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempts to include a variety.	High level of accuracy in description is reflected; more detail should be included in description
3	Speech is relatively smooth but is characterized by some hesitation an unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some efforts at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Good accuracy in description, though some details might be lacking
2	Speech is frequently hesitant & jerky, with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a French accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning	Description lacks some accuracy & some critical details are missing that make it difficult for the listener to complete the task.
1	Speech is slow and exceedingly hesitant & strained except for short memorized phrases; difficult to perceive continuity in utterances; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a French accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot complete the task.

Listening Comprehension

Direction: Listen carefully as the teacher read the passage and answer the questions that follow.

What is the title of the passage you just heard?

Advertisement

Importance of Advertisement

Business and Advertisement



It is a paid form of non-personal communication to promote the goods and services.

- Business
- Advertising
- Propaganda

Based on the passage, advertisements are popularized by the _____ for betterment of the society.

- Businessmen
- Government
- Consumer

Which of the following does not belong to the advantages of advertisement mentioned in the passage:

- to promote the goods and services
- to help in business expansion
- to not attract consumers

Advertisements rule every aspect of our lives and provide a link between an individual and the _____.

- People
- World
- Community

True or False. Base on the passage you heard, identify whether the statement is true or false. Write your answer on the blank provided.

Promoting sales is the main motive of a large enterprise. _____

It complicates the choice of consumers by creating an awareness among people about several brands and products available in the market. _____

Advertisements are contained in various means of communication such as magazines, newspapers, television, radio, bill boards etc. _____

Attractive pictures, slogans, taglines etc shown in the advertisements lure customers, thereby fluctuating sales. _____

Advertising is a paid form of non-personal communication to promote the goods and services. _____

Viewing Comprehension

Direction: Identify the social effects of advertisement as described in each statement. Choose the letter of the correct answer.

It is a social effect of advertisement that make the people become aware of their health and hygiene.

- Health and hygiene awareness
- Informed society
- Social changes

The spread of consumerism and awareness of consumer rights are due to advertisement.

- Informed society
- New ideas
- Right of consumers

Through advertisement, dreaded diseases like AIDS are informed to the people as to their cause, spread and preventive measures against them.

Social changes
Environmental protection
Preventive course for dreaded disease

Advertisement helps inform people with regards to the development of latest technology.

New ideas
Quality consciousness
Promotion of national interest

The brutal onslaught on nature are brought to the knowledge of people and an awareness is created against environmental degradation.

Environmental protection
Quality consciousness
Promotion of national interest

Advertisement promotes gender equality, women empowerment, child protection and developing public opinion against child labor.

Advertisements contribute to creativity of people
Environmental protection
Social changes
Concern for quality of a product, process or even life, work, education and investment, etc. is promoted through advertisements.

Quality consciousness
Advertisements contribute to creativity of people
Environmental protection

Complying with tax laws, complimenting export achievement, promotion of tourism, protection of monuments, creating political awareness of citizens, etc. are pursued through advertisements.

Social changes
Quality consciousness
Promotion of national interest

Advertisement inform the society of various products, their uses, best bargains, safe handling of dangerous goods, and effective use of scarce resources like petroleum, electricity, etc.

New ideas
Informed society
Health and hygiene awareness

Advertisement contribute to peoples' creativity. Perhaps, next to nature, the art of advertising is more creative is anybody's knowledge.

Advertisement contribute to creativity of people
Environmental protection
Social changes

LIST OF YOUTUBE VIDEOS USED AS SUPPLEMENTARY MATERIALS IN TEACHING ENGLISH

Lesson: Biases and Propaganda Devices Used by the Speakers

Video 1

Biases and Propaganda Devices English 6 Week 4-5 (MELC BASED)

<https://youtu.be/w1oIyBmAlgQ>

Video 2

10 Positive Social Effects of Advertisements

<https://youtu.be/TXaR7XyhBXo>

Video 3

Bandwagon

<https://youtu.be/whbGNhB0YAs>

Video 4

Glittering Generality

<https://youtu.be/YSnRrKOLwwk>

Video 5

Name-Calling

<https://youtu.be/lmauKjBZbRs>

Video 6

Plain Folks

<https://youtu.be/WEOyI6QtjkE>

Video 7

Testimonials

https://youtu.be/_OzuyYbTKac