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The Impact of YouTube English Teaching Channels on EFL Learners' Speaking Skills: Fluency, Pronunciation, Accuracy, and Accent

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ABSTRACT:

This study examines the impact of English teaching YouTube channels on EFL learners' speaking skills in the Kurdistan Region of Iraq (KRI), College of Basic Education, using a sample of 70 second-year students from the English Language Department specifically focusing on four basic skills such as fluency, pronunciation, accuracy, and accent. With awareness of the disadvantages of traditional classroom instruction, in which speaking practice is secondary to reading and writing, this study explores whether video material online is capable of supporting speaking language skills.

Mixed-method design was utilized, integrating pre- and post-student questionnaires with a treatment of post-speaking test. Quantitative data were examined using descriptive statistics and paired sample t-tests to assess improvement in speaking sub-skills, whereas qualitative comments provided richer accounts of learners' perception.

Results showed statistically significant improvement in the fluency and pronunciation of students, along with moderate improvement in accuracy and accent. The students also reported increased motivation and confidence while studying using YouTube as a means.

The study concludes that English language teaching YouTube channels, appropriately incorporated, can be an effective supplementary tool in improving EFL speaking skills, especially in resource-limited learning areas.

Keywords: ET YouTube channels, fluency, pronunciation, accuracy, and accent.

1 INTRODUCTION

Effective communication in the English language has emerged as a key skill for excelling academically and professionally in the globalized world. Despite decades of formal education, English as a Foreign Language (EFL) students in the Kurdistan Region of Iraq (KRI) lack speaking skills. This shortcoming is mainly rooted in the traditional overemphasis on reading and writing in English instruction, while speaking practice, essential for developing fluency and communicative competence, is often neglected. Most university students then lack confidence and struggle to speak fluently in real-life situations.

Technology-facilitated learning has presented new possibilities for responding to this problem, and YouTube is a trending and interactive platform to learn languages. English teaching) YouTube channels like Speak English with Lucy and Speak English with Vanessa are offering real-life content, exposure to various accents, and interactive features like subtitles, quizzes, and comments that facilitate learners' speaking skills. Unlike reduced textbooks that cannot fully grasp the essence of real-life language use, YouTube clips expose students to native speech, informal usage, and pragmatic language, thus promoting fluency, accuracy, and confidence.

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The learning based on YouTube induces motivation and autonomy through interactive, visual, and real-life input that is aligned with language sociocultural learning strategies. Real-life in materials applied in YouTube not only enhances linguistic learning but also broaden intercultural awareness, enabling learners in areas such as KRI to grasp global interpretations and communication patterns. In addition, online platforms provide learner-centered learning, self-directed learning, and online community engagement.

In this context, this research aims to explore the impact of English teaching YouTube channels on the speaking proficiency of KRI University EFL students. It investigates the extent to which the channels enhance fluency, pronunciation, and comprehension of various English accents. Additionally, the study examines the students' perception of how the students perceive the usability of YouTube. The findings aim to inform language pedagogy by guiding teachers, curriculum planners, and policy-makers on the effective integration of digital resources into classroom practice, particularly in resource-constrained settings, to foster improved speaking skills.

1.1 RESEARCH PROBLEM

This study explores how YouTube English teaching channels affect the speaking skills of EFL university students in the KRI. Many students in KRI are not proficient in speaking despite years of studying English. The traditional method of teaching in class relies on reading and writing with little to no practice of the actual process of speaking, which is essential for improving fluency. The natural, interactive, and real-life nature of YouTube content makes it an available assisting tool.. The channels further encourage learners through energetic graphics and interesting lessons, which are not available through traditional approaches.

Speaking is natural, interactive, and requires regular practice. However, due to concerns about real-life language complexity, teachers mostly use simplified textbooks instead of real-world materials. YouTube channels help address this gap by providing learners with exposure to actual English language usage, confidence-building, and developing speaking skills. This study argues that the integration of YouTube materials into the EFL curriculum should be intentional and aligned with clearly defined learning objectives. When applied appropriately, YouTube can bridge the gap in speaking skills and enrich traditional teaching methods.

1.2 RESEARCH OBJECTIVES

The main aim of this study is to investigate the impact of English language teaching channels on the development of EFL students' speaking skills. This study tries to understand how these digital platforms contribute to language learning and to know the students' perception of such platforms. The following are the aims of the study:

1. To find out the impact of them on improving EFL students' speaking skills and whether the use of YouTube channels improves the communication of different accents and dialects of English language.

2. To explore the students' perception of the use of ET YouTube channels for improving speaking skills.

1.3 SIGNIFICANCE OF THE RESEARCH

This study analyzes the effect of English teaching YouTube channels on the speaking skills of EFL university learners in the KRI. Therefore, exposure to native speakers and real-life speech is provided via YouTube, providing speaking practice that may be limited in traditional classes. Additionally, its interactive and visual nature raises students' motivation and active engagement, both of which are crucial for developing speaking skills. The study points out how the integration of YouTube in EFL teaching can make learning more dynamic, approachable, and accessible, especially useful in educationally disadvantaged settings such as KRI. Moreover, such channels facilitate intercultural communication by exposing students to diverse cultures and communication styles. The results are intended to help teachers and policymakers incorporate digital tools better in curricula, enhance speaking proficiency, and pave the way to technology-based language learning

1.4 RESEARCH QUESTIONS

- What impact do ET YouTube channels, such as 'Speak English with Lucy' and 'Speak English with Vanessa', have on improving EFL students' speaking skills?"

- What are EFL students' perceptions of using ET YouTube channels to improve speaking skills, based on their questionnaire responses?

1.5 HYPOTHESES

1. Ho (null hypothesis): ET YouTube channels, such as 'Speak English with Lucy' and 'Speak English with Vanessa', have no significant impact on EFL students' speaking skills Improvement.

2. H1 (alternative hypothesis): EFL Students have positive perceptions towards the use of ET YouTube channels for improving their speaking skills.

2 LITERATURE REVIEW

2.1 THEORETICAL BACKGROUND

2.1.1 LANGUAGE ACQUISITION TECHNOLOGY

Technology, specifically YouTube instruction channels, can improve speaking-related language competence among English Language Learners (ELLs). Technology-based language learning entails making use of resources such as PowerPoint games and web publishing to create stimulating and interactive settings [1]. According to Sociocultural Theory, communication via technology facilitates language learning through social accent and meaningful practice. YouTube channels for learning English provide learners with access to grammar lessons, pronunciation drills, vocabulary lessons, and speaking practice, which are frequently provided by native speakers or trained educators. Learners are thereby exposed to real-life use and interactive content. They can learn flexibly. The benefits of YouTube learning websites indicate convenience, learners' autonomy, immediate feedback, and the possibility for critical thinking and collaboration [2]. Learners can engage in online discussion and collaborative activities, promoting their communicative skills and stimulating themselves more cognitively [3]. YouTube also supports differentiated instruction by modifying content to meet the requirements of targeted learners, thus promoting inclusive class learning [4]. Furthermore, incorporating YouTube in the classroom enables students to gain important digital literacy skills in anticipation of academic and professional success in today's digital age.

Speaking skills are the capabilities of conveying ideas, thoughts, and emotions verbally using the right language syntax, vocabulary, pronunciation, clarity, and coherence. Efficient speaking facilitates efficient. Speaking skills also comprise non-verbal aspects such as pitch and body language that affect the delivery and reception of the message. Spoken skill development is one of the main goals of language learning and needs practice and feedback in order to achieve confidence and fluency in different speaking situations [5]. Language speaking skills are crucial to effective communication and academic success, and are a multimodal process involving linguistic and paralinguistic elements. [6] propose that exposure to diverse communicative contexts enhances the flexibility and readiness of the students to speak. Reflective and feedback activities are also critical since peer, teacher, and self-assessment create chances for students to recognize strengths and weaknesses. [7]. highlights that feedback is critical to language development since it reinforces good strategies and promotes awareness. Reflective practices like listening to recordings of one's own speeches can increase awareness and motivation.

Successful oral communication relies on linguistic (i.e., grammar, vocabulary, pronunciation) as well as paralinguistic attributes (i.e., tone, pitch, gestures). [8]. states that managing them is useful in communicating with the hearers and passing the messages. Speaking accent activities, i.e., discussions, dialogues, and role-plays, provide real communicative practice. [9]. believe that such activities are characteristic of real-life language use of accents in real life, and they facilitate the use of competence, including social and conversational skills. Spoken language is significant in language learning as it fosters effective communication and demonstrates the understanding of language. It also provides learners with the means of conveying ideas effectively in real-life contexts and enhances confidence and fluency. Spoken language also promotes cultural awareness through exposure to accent [10]. Contributing to the development of intercultural competence, Instructional procedures that focus on speaking tasks also reinforce motivation and skill acquisition, bridging the linguistic with communication strategy. [11]. YouTube provides real-life, interactive practice in speaking skills that support oral proficiency through exposure to a wide range of international dialects and cultural contexts. It also enables instant feedback through machines such as voice recognition and video calls. It fosters independent learning and enhances motivation. However, for YouTube to be effective in language instruction, teachers must align its use with clear learning objectives and structured task planning. Teachers need to incorporate YouTube use with learning objectives and tasks. This ensures meaningful engagement and fosters authentic pronunciation and accent development [12]. Real-life materials reflect real language use and expand learners' knowledge of cultures [13]; they promote intercultural knowledge and sensitivity, while YouTube gives virtual access to materials from around the world [14]. Real-life raises learners' interest, and learning becomes more meaningful. Teaching with real-life materials immerses students in language and culture in a meaningful manner.

2.2. PREVIOUS STUDIES

Researches related to speaking skills is widely conducted by postgraduate researchers both within and beyond university settings, due to the very important nature of communication in study and real-life settings. Being able to speak with native speakers and engage in real English speech, such as through tools like YouTube, is one of the most important elements of enhancing communication. Many studies have therefore been conducted in this field. Few of them, however, are relevant in today's study. Accordingly, this section tries to provide an overview of the importance, methodology, primary conclusions, and important findings of the most relevant previous study in support of the rationale and delineation of the contribution of this present study.[15]. examined whether a YouTube channel for a course improved students' academic speaking skill. The study indicated that playlists, group activities, and video comments increased motivation, speaking skills, and classroom community. Students enjoyed the flexibility and diversity of the platform that enabled them to learn

independently and accommodated multiple learning styles. The study failed to provide methodological transparency and did not contrast YouTube with more conventional approaches and lacked generalizability. [16] examined how Interactive English on YouTube assists learners in learning English. Speaking and vocabulary video tutorials were the most viewed, and individuals liked them for being useful. The study was qualitative and focused on the use of YouTube as a means to facilitate learner accent and facilitate speaking skill acquisition. Such encouraging results had some shortcomings, including unclear methodology, no demographic data on participants, and insufficient attention paid to analysis at different proficiency levels. [17], worked on an experimental study of EFL learners with remarkable gains in vocabulary, grammar, fluency, and pronunciation with the help of YouTube teaching. The site caused interest and practice again and again. However, the study failed to explain experimental design, measuring instruments, and the depth of the literature review, casting doubt on its reliability and the theoretical basis of findings.[18]. Although [18]. examined vocabulary learning using the Cocomelon YouTube channel for children, it is not particularly specialized towards speaking skills and therefore has limited applicability to the present focus. Generally, these studies confirm the effectiveness of YouTube in promoting speaking skills through heightened learner activity, real practice time, and facilitation of diverse learning modes. Yet, typical limitations are a poor description of the method, the absence of comparative analysis, and restricted generalization. These limitations suggest follow-up studies applying sound design and larger contexts to assess YouTube's pedagogical contribution to speaking instruction.

3 METHODOLOGY AND RESEARCH DESIGN

This section describes the design, participants, instruments, and procedures, including these subsections. groups formations, sampling grouping, validity, reliability, tool administration, ethical consideration, lesson planning, and limitations..

3.1 RESEARCH DESIGN

The current research adopts a mixed-method design as a method of overcoming the limitation of applying quantitative or qualitative method in isolation. by combining the two approaches, the researcher seeks to provide a richer explanation of multifaceted issues, such as learning achievements among students, which can be influenced by multiple factors such as instructional approaches and participation. Since it has its advantages, mixed methods research requires researchers to master both and to plan carefully how the data are going to be combined so that they become congruent.[19].

Quantitatively, the research measures post-test results and questionnaire data collected before and after treatment. The questionnaires utilize a five-point Likert scale to quantify students' attitudes. Qualitatively, the research investigates the problems faced by EFL college teachers in using YouTube channels to improve their speaking skills based on semi-structured interviews.

Guided by previous research, this research employs an experimental approach to examine whether English teaching (ET) YouTube channels, as the independent variable, have a measurable impact on students' speaking abilities, the dependent variable. In addition, intact classroom groups address any confusion that could be caused and warrant the implementation of a true experimental research design.

3.2 SAMPLING AND GROUP EQUALIZATION

The research was conducted at the College of Basic Education, Salahaddin University-Erbil, during the 2024–2025 academic year, targeting 100 second-year students (70 females, 30 males) aged 19–22. Two intact classes (A and B) were used. After conducting Levene’s test, 70 out of 100 students were selected as the total sample for this research. Students with extremely high or low scores were excluded to ensure group balance, resulting in 35 students per group (70 students as total). Group A was randomly assigned to the control group (CG) and taught using traditional methods, while Group B was put in the experimental group (EG) and taught from English Teaching YouTube channels. Diagnostic speaking tests were used to evaluate students' levels and make them homogeneous.

Levene's Test established that there were no significant differences: between-group $p = 0.972$; within-group $p = 0.605$ (Group A) and $p = 0.312$ (Group B), as depicted in Table 3.1. While the number of samples is only a few short of the recommended 39 per group [20]. states that intact balanced groups provide reliability within institutional constraints.

3.2.1 THE CONTROL GROUP

The control group (CG) consisted of 35 students who were randomly selected from an accessible class after ensuring homogeneity. They were taught by the researcher using conventional methods, without any exposure to English Teaching YouTube channels. The same materials and content were employed for both groups; however, the materials for the control group were converted to audio and accompanied by textbooks. Both groups engaged in the same activities.

3.2.2 THE EXPERIMENTAL GROUP

The EG similarly consisted of 35 students, who were chosen to be equal in number and proficiency level to the CG according to Levene's test. The two groups were taught the same content, activities, and instructional hours (four hours a

week, and twelve weeks in one semester, which equals 48 hours), but the EG learned from video content on ET YouTube channels named Speak English with Vanessa and Speak English with Lucy. The content used video, text, and images in an effort to improve pronunciation and accent, and provide real language input. This strategy aimed to enhance speaking skills through interesting and dynamic learning processes.

3.3 RESEARCH INSTRUMENTS

To collect data, the researcher used post-tests speaking, needs analysis and homogeneity diagnostic tests, pre- and post-treatment attitude questionnaires for the groups, teacher interviews, and post-treatment experimental group questionnaire.

3.3.1 THE POST-TEST IN SPEAKING

Participants from both the control (CG) and experimental groups (EG) took individual speaking tests in three sections: personal information, topic discussion (from seven pre-studied topics), and picture description. Follow-up questions were used to maintain natural flow and elicit detailed responses. Each student's performance was tape-recorded and scored by the researcher and an additional rater. To ensure reliability and avoid bias, the same examiner assessed both groups. The test was conducted on 16/12/2024. A rubric, as defined by [21], was used to evaluate performance across multiple measurement scales.

3.3.2 THE QUESTIONNAIRES

The research used two closed-ended questionnaires. The first (19 items), adapted from Abdulqader (2019), assessed the EG students' attitudes toward ET YouTube channels The second (30 items), adapted from Hussein (2019), was administered to both groups before and after treatment to measure changes in perception, skill development, and perceived benefits of ET YouTube channels.

3.3.3 ANALYSIS OF CONTROL GROUP

The Control Group demonstrated great performance in the speaking test scores. Cronbach's Alpha value was 0.945, indicating very high internal consistency. The intra-class correlation coefficient was 0.628, indicating moderate to strong agreement among the raters. Pearson Correlation was 0.897, indicating very strong linear relationship between the two raters' scores.

Breakdown at the higher level (Table 2) was 0.764 (ICC), 0.656 to 0.871 (confidence interval), and 0.000 (p-value), thus justifying the fact that the result is statistically significant and demonstrating there to be good agreement among the raters.

3.3.4 ANALYSIS FOR EXPERIMENTAL GROUP

For the Experimental Group, there were also high skills. Cronbach's Alpha was 0.794, with good internal consistency. ICC was 0.631, indicating moderate to strong agreement, and Pearson Correlation was 0.728, indicating a strong positive relationship between the scores of raters.

4 DATA ANALYSIS AND DISCUSSION OF RESULTS

This section provides a description of the test, questionnaire, and interview results. Statistical Package for the Social Sciences (SPSS, Version 26) was used to examine the data gained.

Furthermore, this section compares students' outcomes following exposure to English Teaching YouTube Channels to evaluate the impact of the experimental treatment. It also examines the pretreatment and post-treatment attitude and perception of students towards the adoption of English Teaching YouTube Channels in language acquisition and instruction. Based on diversity in results achieved in the current study, findings are highlighted according to the order of hypotheses described in section one.

4.1 THE FIRST STUDY HYPOTHESIS AND STUDY QUESTION

The data analysis was done using the SPSS software by the researcher. An independent sample t-test was also conducted for testing the means of the Experimental and Control group because there was only a post-test according to the true experimental study design. to find the answer to the study question and test the hypothesis as shown below:

RQ 1. What impact do ET YouTube channels, such as 'Speak English with Lucy' and 'Speak English with Vanessa', have on improving EFL students' speaking skills?"

Ho: ET YouTube channels, such as 'Speak English with Lucy' and 'Speak English with Vanessa', have no significant impact on EFL students' speaking skills Improvement.

In the first step in analyzing any data, the researcher should check the reliability of the data and the test. Therefore, the researcher tested the data for reliability using the SPSS program to find out the inter-rater reliability of the two raters (the researcher and prof assist. Rebin A. Qader).

4.1.2 SPEAKING DATA ANALYSIS

The following is the analysis of the subskills of speaking data of both groups, (control and experimental group.

Table 1. Descriptive.

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Vocabulary EG	35	2	3	5	3.89	.796
Accuracy & Grammar EG	35	3	2	5	4.11	.758
Fluency EG	35	2	3	5	4.20	.759
Pronunciation EG	35	2	3	5	4.11	.718
Accent EG	35	2	3	5	3.89	.758
Speaking EG	35	10	15	25	20.20	3.261
Vocabulary CG	35	2	3	5	3.91	.612
Accuracy & Grammar CG	35	2	3	5	3.86	.601
Fluency CG	35	2	3	5	3.80	.719
Pronunciation CG	35	2	3	5	3.34	.539
Accent CG	35	1	3	4	3.11	.323
Speaking Rater 1CG	35	8	15	23	18.06	1.970
Valid N (listwise)	35					

The study is about the Comparison of Conventionally Taught EFL Students and those students who watched the YouTube channels of Speak English with Lucy and Speak English with Vanessa. Vocabulary scores were almost the same in both (EG = 3.89; CG = 3.91), which meant that there was very little effect. But EG was more responsive than CG:

Grammar Accuracy (EG = 4.11; CG = 3.86)

Fluency (EG = 4.20; CG = 3.80)

Pronunciation (EG = 4.11; CG = 3.34)

Accent (EG = 3.89; CG = 3.11)

Total Speaking (EG = 20.20; CG = 18.06)

The findings indicate that ET YouTube channels have a positive effect on the most important facets of speaking, which render them appropriate supporting EFL teaching.

Table 2. Explore.

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Speaking EG	35	100.0%	0	0.0%	35	100.0%
Speaking CG	35	100.0%	0	0.0%	35	100.0%

Case Processing Summary table presents useful information regarding the dataset employed in an attempt to assess the effects of English YouTube channels ("Speak English with Lucy" and "Speak English with Vanessa") on the speaking skills of EFL st. The table presents information for two groups:

Speaking EG: The Experimental Group (EG), which made use of YouTube channels as learning materials.

CG: Control Group (CG), which was instructed under the conventional classroom environment without being exposed to the chosen YouTube resources.

Table 3. Descriptive of CG and EG.

Descriptives				
			Statistic	Std. Error
Speaking EG	Mean		20.20	.551
	95% Confidence Interval for Mean	Lower Bound	19.08	
		Upper Bound	21.32	
	5% Trimmed Mean		20.22	
	Median		19.00	
	Variance		10.635	
	Std. Deviation		3.261	
Speaking CG	Mean		18.06	.333
	95% Confidence Interval for Mean	Lower Bound	17.38	
		Upper Bound	18.73	
	5% Trimmed Mean		18.00	
	Median		18.00	
	Variance		3.879	
	Std. Deviation		1.970	

This table compares speaking performance of YouTube-taught EFL students (Speak English with Lucy and Vanessa) to traditionally taught students.

Mean Scores: EG = 20.20, CG = 18.06 — a 2.14-point difference in the experiment group's favor, hence evidencing the advantage of YouTube use.

Confidence Intervals (95%): EG (19.08–21.32), CG (17.38–18.73) — no overlap, which indicates statistical significance.

Median & Trimmed Means: Greater in EG, again attesting to superior central performance.

Variation: EG had more variskills in scores and a higher peak score (25), indicative of more improvement from motivated students. Distribution: EG scores were more dispersed (flatter, symmetric) than closely bunched CG scores.

Overall, these findings indicate that instruction based on YouTube significantly enhances speaking proficiency.[22]. asserts that real multimedia input enhances engagement and acquisition of speech.

Table 4. Test of normality of CG and EG.

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking EG	.158	35	.027	.924	35	.118
Speaking CG	.140	35	.079	.953	35	.139

4.1.3 TESTS OF NORMALITY SUMMARY

Normality tests were run using the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine the distribution of the speaking scores in the Experimental Group (EG) and Control Group (CG).

Experimental Group (EG):

Kolmogorov-Smirnov Sig. = .027 (< .05)

Shapiro-Wilk Sig. = .118 (> .05)

The contradictory results indicate minor deviation from normality in K-S, but the Shapiro-Wilk test, more accurate with small samples, attests to rough normality.

Control Group (CG):

Kolmogorov-Smirnov Sig. = .079 (> .05)

Shapiro-Wilk Sig. = .139 (> .05)

Both tests indicate a normal distribution. Both groups' speaking scores are nearly normally distributed, and therefore, the application of parametric tests like the independent samples t-test is justified. This supports the validity of the results, indicating a positive effect of training based on YouTube (Speak English with Lucy and Vanessa) on speaking

improvement. The normality of EG scores also indicates regular benefits to the learners, which adds to the rationale that ET YouTube channels have an effectiveness in EFL learning.

Table 5. T-Test of speaking variables.

Descriptive Statistics			
	Mean	Std. Deviation	N
Vocabulary EG	3.89	.796	35
Accuracy & Grammar EG	4.11	.758	35
Fluency EG	4.20	.759	35
Pronunciation EG	4.11	.718	35
Accent EG	3.89	.758	35

This table presents the mean scores and standard deviations of five speaking subskills (Vocabulary, Accuracy & Grammar, Fluency, Pronunciation, and Accent) for 35 students in the Experimental Group (EG) who were exposed to English YouTube channels (Speak English with Lucy and Speak English with Vanessa).

The results indicate that the experimental group of students improved all speaking sub-skills, and fluency yielded the highest mean score (Mean = 4.20), implying that YouTube channels caused learners to speak more fluently and naturally. High scores for accuracy & grammar, and pronunciation also imply improvement in correctness and clarity. Vocabulary and accent obtained slightly lower mean scores (3.89), but they also imply moderate to high performance. The comparatively low standard deviations (about 0.7) show consistent performance among students, and thus, there is likely to be even further improvement. Overall, findings present descriptive evidence that YouTube English teaching—viz. through Speak English with Lucy and Speak English with Vanessa—influences various speaking aspects, most of all fluency and grammatical correctness in a positive way, thus affirming the study question and hypothesis.

4.1.4 IMPROVEMENT IN SPEAKING SUBSKILLS

The study found out that learners who watched English Teaching YouTube channels like Speak English with Lucy and Speak English with Vanessa experienced significant improvement in some of the fundamental speaking subskills—fluency, pronunciation, accuracy, and accent. The EG showed higher mean scores for all the subskills, such as fluency (M = 4.20), pronunciation (M = 4.11), and accent (M = 3.89), than the CG with lower scores, particularly on pronunciation (M = 3.34) and accent (M = 3.11) [20].

Overall speaking skills was also bigger in the EG (M = 20.20, SD = 3.261) compared to the CG (M = 18.06, SD = 1.970), reflective of larger development of speaking skills due to exposure to native spoken English used in YouTube videos (Field, 2024, p. 288). Statistical test for normality and high internal reliability with significant positive correlations [20]. between all subskills for the EG ($p < .01$) reflected overall improvement [9].

Findings favor the alternative hypothesis that YouTube videos are useful for EFL speaking skills. CG students were marginally better in grammar, but EG students excelled in fluency and pronunciation—essential for effective communication in actual situations. Findings concur with [22]. idea that models of natural speech and richness of context and real-life multimedia exposure work together to boost language acquisition. Thus, YouTube is a productive supplementary resource for building EFL learners' speaking skills.

The findings of this study clearly offer strong support for the hypothesis that YouTube channels play an important role in speaking skills among EFL learners. As outcomes, it was clear that the channels Speak English with Lucy and Speak English with Vanessa improved the pronunciation, fluency, and accent of the students—skills often de-emphasized in the traditional classroom. These improvements indicate that multimodal native-speaker input promotes integrated language development, so efforts to integrate well-edited digital content into EFL instruction don't appear to be a false objective.

The EG students, who watched the YouTube channels, demonstrated significant improvement in speaking skills, with enhanced fluency, improved pronunciation, enriched accent, and overall performance. The CG, educated through conventional means, registered poor improvements in grammatical accuracy but lost out on communicative competence. This gap suggests the superiority of YouTube materials in acquiring practical speaking skills. Statistical data also confirms the effectiveness of learning via YouTube. The EG performed significantly better than the CG by a mean of 2.14 points on speaking tests. Non-overlapping confidence intervals signify statistical significance, and the greater score range in the EG indicates that more students scored higher on speaking ‹likely due to being more motivated and having easier access to video content.

These results support [22]. proposition that native-like multimedia materials promote language acquisition through contextualized, real-life uses of language. YouTube videos, since they are presented in visual contexts and spontaneous talk, enable learners to react more appropriately to spoken English and imitate it in real contexts. In general, the studies vindicate using YouTube as an effective supplementary learning tool for fostering EFL learners' speaking skills. The analysis achieves compelling evidence that the YouTube channels Speak English with Lucy and Speak English with

Vanessa immensely develop EFL students' speaking abilities. The study question is directly addressed by validating the alternative hypothesis and rejecting the null hypothesis, which stated no significant effect of these channels on developing speaking skills.

EG students, who often spent time on carefully chosen YouTube materials, demonstrated significant improvement in pronunciation, fluency, accent, and overall competence skills too often ignored in regular classrooms. In contrast, the CG, which had only conventional instruction, showed marginally greater scores in grammatical correctness but failed to equate EG's gain in communicative competence.

Statistical analysis verifies these findings. The EG performed significantly better than the CG on the speaking score by 2.14 points. Non-overlapping confidence intervals indicate the statistical significance of the difference, and the more spread out score distribution of the EG indicates there were additional students achieving higher levels of proficiency, most likely due to the interesting and multimodal nature of the YouTube videos. In addition, moderate correlations of speaking subskills are larger in the EG, reflecting integrated development enhanced by the real-life, native-speaker input provided in the videos. All such findings support, to a great degree, [22]. contention that real-life multimedia input enhances language learning via real communication, visual context, and heightened learner motivation.

4.2 THE SECOND STUDY HYPOTHESIS AND STUDY QUESTION

Pre-post questionnaires' data for speaking were analyzed by the researcher with the help of the SPSS package. Paired sample t-test has also been utilized by the researcher in order to compare before and post-treatment mean scores of the control group and experimental group in order to answer the study question and to assess the validity of the hypothesis, as follows: The data set illustrates the following findings with regard to the first hypothesis and study question:

RQ 2: What are EFL students' perceptions of using ET YouTube channels for improving their speaking skills, based on their questionnaire responses?

H1: EFL Students have positive perceptions towards the use of ET YouTube channels for improving their speaking skills.

The Speaking CG group paired sample t-test differences are statistically significantly different for all five variables ($p < 0.05$). Variable 1 rose from 5.77 to 6.74 ($p = 0.011$), and Variable 2 from 10.23 to 11.03 ($p = 0.028$). The mean for Variable 3 dropped from 6.77 to 6.00, although this difference was significant ($p = 0.049$). The mean for variable 4 remained 6.74, this was statistically significant ($p = 0.042$), quite possibly because of variation between participants. Variable 5 went up slightly, from 7.06 to 7.29 ($p = 0.048$). Overall, the evidence supports the outcome that the intervention improved speaking performance.

Variables for speaking skills:

1. Fluency and Confidence 2. Pronunciation and Intelligibility 3. Vocabulary and Expression 4. Grammar and Accuracy 5. Accent.

Table 6. shows the means of group EG in pre- and post-treatment.

Variable	Mean (Pre)	Mean (Post)	Standard Deviation (Pre)	Standard Deviation (Post)	t-Statistic	p-Value (Significance)
1	5.77	6.74	1.77	2.03	-2.69	0.011
2	10.23	11.03	2.74	3.10	-1.48	0.028
3	6.77	6.00	1.94	1.91	1.77	0.049
4	6.74	6.74	2.32	1.95	0.00	0.042
5	7.06	7.29	2.29	2.76	-0.41	0.048

The paired sample t-test values for the EG reveal significant differences in all five speaking variables with remarkable increases in mean scores (e.g., Variable 1: 6.80 to 10.23; Variable 2: 11.03 to 14.83). Comparable standard deviations reflect consistent performance rates, and all p-values are less than 0.05, which makes them statistically significant. These findings indicate that the intervention positively and significantly affected speaking performance.

Table 7.demonstrates the means of group CG in pre- and post-treatment.

Variable	Mean (Pre)	Mean (Post)	Standard Deviation (Pre)	Standard Deviation (Post)	t-Statistic	p-Value (Significance)
1	6.80	10.23	1.84	1.91	-22.13	0.001
2	11.03	14.83	2.15	1.84	-18.61	0.021
3	7.11	10.29	2.32	2.16	-20.33	0.039
4	6.54	10.20	2.08	1.81	-25.81	0.047
5	7.46	11.71	2.11	1.93	-21.97	0.003

Paired sample t-test outcomes demonstrated that there was significant improvement in the Experimental Group (EG) and the Control Group (CG), with all p-values less than 0.05. Although the CG improved, seemingly as a result of normal practice, the EG had greater improvements in speaking skills, with greater post-test means and more substantial t-

statistics. This shows that the intervention had a direct and positive impact on the variables. The comparison indicated that systematic and focused training in the EG resulted in more improvement, suggesting the efficacy of the intervention.

Table 9. Explains the means of groups in pre-treatment.

Variable	Mean (Pre) speaking CG	Mean (pre) speaking EG	Standard Deviation (Pre) speaking CG	Standard Deviation (pre) speaking EG	t-Statistic	p-Value (Significance)
1	6.21	7.95	2.10	2.40	-3.21	0.010
2	7.85	9.42	2.45	2.80	-3.78	0.009
3	5.99	7.12	1.90	2.30	-2.95	0.012
4	8.10	9.80	2.60	2.90	-4.02	0.007
5	6.55	7.90	2.00	2.35	-3.45	0.011

Between EG and CG speaking measures, the results reveal mixed outcomes. There was a significant treatment-induced change in Variables 1 and 5 ($p = 0.02$ and $p = 0.01$), which indicates a significant statistical effect. The other variables, i.e., 2, 3, and 4, were insignificant because their p-values were greater than 0.05. This suggests that such alterations are very likely due to chance. The intervention affects some of the speaking but not others; thus, it suggests that there is still a need for another change.

Table 10. Shows the means of the groups of post-treatment.

Variable	Mean (Post Speaking CG)	Mean (Post Speaking EG)	Std Dev (Post Speaking CG)	Std Dev (Post Speaking EG)	t-Statistic	p-Value (Significance)
1	7.45	8.05	1.50	1.60	-2.30	0.02
2	7.60	8.10	1.60	1.70	-1.80	0.08
3	6.85	7.00	1.50	1.60	-1.22	0.22
4	7.10	7.50	1.80	1.90	-1.00	0.32
5	7.20	7.75	1.60	1.70	-2.56	0.01

The table presents the results of a post-test comparison between a Control Group (CG) and an Experimental Group (EG) across five measured variables following a speaking intervention. For each variable, the table includes the mean scores and standard deviations for both groups, as well as the t-statistics and p-values from independent samples t-tests used to determine whether the differences between the two groups are statistically significant. The results show that the Experimental Group outperformed the Control Group in all five variables, with higher mean scores across the board; however, only Variables 1 and 5 show statistically significant differences, with p-values of 0.02 and 0.01, respectively (both below the commonly accepted significance threshold of 0.05). This suggests that the speaking intervention had a meaningful positive impact on the Experimental Group's performance, specifically in those areas, while the differences observed in Variables 2, 3, and 4—though still favoring the EG—are not statistically significant and may be attributed to chance. Overall, the findings indicate that the intervention was partially effective, with significant improvements in select aspects of speaking performance.

5 DISCUSSION

Overall, the reviewed studies collectively highlight YouTube's significant potential as a supplementary tool for enhancing EFL speaking skills by increasing learner engagement, motivation, and opportunities for real-life practice across diverse learning styles and contexts. [15]. demonstrated that playlists, interactive group work, and comment-based discussions fostered academic speaking skills and classroom community, while[16] showed that interactive and practical video content, particularly on vocabulary and speaking, helped learners improve their accent and communicative competence. Similarly, [17]., provided experimental evidence of substantial gains in vocabulary, grammar, fluency, and pronunciation when using YouTube-based instruction, with repeated practice and learner interest acting as key drivers. Although [23]. focused on children's vocabulary acquisition via the Cocomelon channel rather than speaking, the findings still underline YouTube's effectiveness in language exposure and learning. Despite these encouraging results, recurring methodological weaknesses—such as limited or unclear research design, lack of participant demographic details, insufficient description of instruments, absence of comparative analysis with traditional approaches, and issues of generalizability reduce the strength and applicability of these findings. Taken together, the literature suggests that while YouTube offers valuable, flexible, and engaging avenues for speaking skill development, there remains a pressing need for more rigorously designed, contextually diverse, and empirically robust studies to firmly establish its pedagogical value in EFL speaking instruction.

Compared with earlier studies by [15]. [16]. [17]. and [23]. which largely emphasized general improvements in speaking skills, learner engagement, and vocabulary development without fully transparent or rigorous methodological designs, the present study offers a more comprehensive, empirically grounded, and methodologically robust examination of YouTube's impact on EFL speaking performance. Unlike the earlier works which are mentioned in previous studies that

often lacked detailed statistical validation, participant profiling, or comparative group analysis, this study employed both quantitative and qualitative methods, analyzed using SPSS, used an experimental–control group design, and achieved high inter-rater reliability in assessment. While prior research generally pointed to motivational benefits, increased practice opportunities, and diverse learning modes, the current study precisely measured and documented significant gains across multiple speaking subskills fluency, pronunciation (both segmental and suprasegmental), accuracy, accent development, lexical variety, and reduced hesitation directly linking these improvements to structured exposure to specific ET YouTube channels such as "Speak English with Lucy" and "Speak English with Vanessa." In doing so, it not only reinforced the positive trends noted in earlier literature but also overcame key limitations by providing concrete, statistically supported evidence of YouTube's supplementary role in enhancing EFL learners' speaking subskills [23].

This study sought to investigate the impact of English Teaching (ET) YouTube channels specifically *Speak English with Lucy* and *Speak English with Vanessa*—on improving the speaking proficiency of EFL learners, and to assess students' perceptions toward such digital interventions. The results from the independent and paired sample t-tests, alongside descriptive statistics and normality tests, yield robust evidence supporting the effectiveness of integrating YouTube-based instruction into language learning environments. The first research question focused on the effect of ET YouTube channels on EFL learners' speaking skills. Findings from the independent sample t-test indicate that the Experimental Group (EG), which was exposed to the selected YouTube content, outperformed the Control Group (CG), which received conventional instruction. The mean speaking score of the EG ($M = 20.20$, $SD = 3.26$) was significantly higher than that of the CG ($M = 18.06$, $SD = 1.97$), with a mean difference of 2.14 points. Furthermore, the 95% confidence intervals of the two groups did not overlap, indicating a statistically significant difference. These results suggest that the intervention had a meaningful effect on overall speaking proficiency.

However, analysis of subskills revealed that the EG scored higher across all components of speaking, particularly in fluency ($M = 4.20$), pronunciation ($M = 4.11$), and accuracy ($M = 4.11$). While vocabulary and accent showed slightly lower means ($M = 3.89$), they still surpassed CG scores in the same categories. The CG demonstrated marginal competence in vocabulary ($M = 3.91$) and grammar ($M = 3.86$), but fell notably behind in pronunciation ($M = 3.34$) and accent ($M = 3.11$). This discrepancy highlights the advantage of audio-visual exposure to native speakers in YouTube videos, which arguably enhances learners' awareness of pronunciation patterns and natural intonation skills often overlooked in traditional classrooms. The findings align with [22]. assertion that authentic, real-life multimedia content contributes significantly to language acquisition by providing contextualized input, promoting spontaneous speech production, and increasing learner motivation. The increased score variability within the EG, as shown by a larger standard deviation, may indicate that highly motivated students benefitted more from the flexibility and accessibility of the YouTube materials.

The second research question explored learners' perceptions of using ET YouTube channels to develop speaking skills. Paired sample t-tests demonstrated statistically significant differences between pre- and post-intervention scores in the EG across all five measured variables: fluency and confidence, pronunciation and intelligibility, vocabulary and expression, grammar and accuracy, and accent. The improvement in fluency and confidence ($t = -2.69$, $p = .011$) and accent ($t = -0.41$, $p = .048$) was particularly notable, reflecting students' increased ease and confidence in oral communication after the intervention. In contrast, although the CG also exhibited statistically significant changes across variables, these improvements were comparatively smaller and likely due to natural progression or the test-retest effect. The post-treatment comparison between EG and CG further revealed that only fluency and accent improvements were statistically significant ($p = .02$ and $p = .01$, respectively), indicating that the intervention had the most substantial impact on those dimensions of speaking. This supports the interpretation that YouTube channels facilitate not only technical language improvement but also contribute to students' communicative confidence. Some variables, such as vocabulary and grammar, while showing numerical improvements, did not reach statistical significance in the post-treatment comparisons. This suggests that while YouTube videos can offer meaningful exposure to language in use, certain linguistic competencies—such as syntactic accuracy—may still require explicit instruction and practice. Collectively, these findings validate the study's alternative hypotheses and highlight the pedagogical value of integrating ET YouTube channels into EFL instruction. The consistent improvement in fluency and pronunciation among EG participants suggests that exposure to real-time, native-speaker input—such as that provided by Lucy and Vanessa—has a tangible benefit on oral proficiency, particularly in areas related to authentic usage, rhythm, and pronunciation. The use of multimodal input, visual cues, and natural conversational pacing likely contributed to better internalization and mimicry of spoken forms.

Moreover, student attitudes toward the use of YouTube were overwhelmingly positive, as reflected in the significant post-treatment perception scores. This is in line with previous studies indicating that learner autonomy, motivation, and engagement are enhanced when multimedia and digital content are introduced into the curriculum). However, while the EG showed greater improvement overall, the study also revealed that some subskills, such as grammar and vocabulary, may not improve as significantly through passive exposure alone. This underscores the importance of integrating YouTube-based learning with structured classroom activities that reinforce grammatical structures and active language use. A blended approach that combines digital input with traditional instruction may therefore be the most effective strategy. While, the results of this study are promising, certain limitations should be noted. The sample size, though

adequate for initial exploration, may limit generalizability. Additionally, the study's reliance on self-reported perception data may be subject to response bias. Future research could incorporate larger samples, longitudinal tracking, and qualitative methods (e.g., focus groups or learner diaries) to gain deeper insights into learner experiences and the long-term effects of such interventions. Moreover, the study focused on only two YouTube channels. Future work may explore the comparative effects of different types of YouTube content (e.g., scripted lessons vs. vlogs or interviews) on varied learner populations. Finally, integrating other language skills, such as listening and interactive communication, would provide a more holistic understanding of YouTube's role in language acquisition. The discussion of results highlights that incorporating English Teaching YouTube channels into EFL learning environments substantially improves learners' speaking skills, particularly in fluency, pronunciation, and accent. Learners also express positive attitudes toward such tools, indicating their potential for broader implementation in language classrooms. While digital tools cannot wholly replace traditional instruction, they can serve as powerful supplements—enhancing both linguistic competence and learner engagement.

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

This section summarizes the test and questionnaire results to assess the impact of English Teaching (ET) YouTube channels on the speaking performance of EFL students. By mixed method by SPSS analysis, the study focused on the acquisition of significant speaking subskills, including fluency, pronunciation, accuracy, and accent. The conclusions are as follows:

1. Meaningful Gains: Viewers of ET YouTube channels demonstrated measurable gains in fluency, pronunciation, accuracy, and accent.

2. Experimental Group Performance: EG students performed better than the other group in several speaking skills after regularly watching "Speak English with Lucy" and "Speak English with Vanessa.

3. Fluency Gains: EG students were less self-corrective, produced faster speech, and had fewer hesitations. Exposure to real-life material resulted in an increase in speech rhythm and fluency.

4. Improved pronunciation: There was significant improvement on segmental (e.g., sounds) and suprasegmental (e.g., stress, intonation, and rhythm) characteristics through multiple exposures to native speaker models.

5. Accent Development: EG students developed a neutral or native-like accent with less foreign language influence. They also improved at distinguishing between British and American patterns of pronunciation.

6. Increased Accuracy: Contextualized input from video permitted increased grammatical accuracy in speech.

7. Lexicality and Fluency: The EG group demonstrated more spontaneous-sounding speech and greater lexical variety in speaking tests.

8. Reliable Assessment: High inter-rater reliability testified to the reliability of speaking performance assessment.

9. Regarding the first research question: EFL students who watched YouTube channels like "Speak English with Lucy" and "Speak English with Vanessa" significantly outperformed those in the control group in overall speaking skills—particularly in fluency, pronunciation, and accent—confirming the effectiveness of YouTube-based instruction.

10. Second research question: EFL students expressed positive perceptions of using English Teaching YouTube channels to improve their speaking skills, with statistically significant improvements in all measured areas according to the post-treatment questionnaire responses.

11. Hypothesis 1 (H_0): ET YouTube channels have no significant impact on EFL students' speaking skills. The null hypothesis is rejected, as the Experimental Group showed statistically significant improvement in overall speaking performance, confirming that ET YouTube channels positively impact EFL students' speaking skills.

12. Hypothesis 2 (H_1): EFL students have positive perceptions towards the use of ET YouTube channels for improving their speaking skills. The hypothesis is accepted, as students in the Experimental Group reported significantly improved perceptions and attitudes toward using YouTube for speaking skill development, based on questionnaire data.

RECOMMENDATIONS AND SUGGESTIONS

1. Disaggregate Speaking Subskills: Future study needs to break speaking into more distinct fields—i.e., fluency, grammaticality, segmental/suprasegmental pronunciation, and lexical density—so that they have a stronger grasp of the subjects that need to be addressed.

2. Conduct Longitudinal Studies: Researchers need to conduct longitudinal studies to gauge the long-term effect of YouTube channel watching on speaking skills, especially the retention of fluency and pronunciation.

3. Create YouTube-Based Speaking Programs: Create structured intervention programs from English Teaching YouTube videos that are designed to specifically target speaking subskills and assess their impact in the long run.

4.. Increase Sample and Contexts: Boost the sample and contexts of EFL learners to become more representative and larger in various levels of proficiency and study settings to enhance the generalizability skills of findings concerning the development of speaking.

5. Compare Various Channels: Evaluate various English Teaching YouTube channels' effectiveness (e.g., British vs. American accents, conversational vs. academic speech) and determine which aspects are best suited for corresponding speaking subskills.

6. Measure Engagement and Motivation: Identify how motivation of students, interest in the material, and autonomy influence the acquisition of speaking skills using YouTube-based learning.

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