

Evaluating the role of G-rated videos in enhancing English fluency among preschoolers

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Abstract: G-rated video materials have become a boon for today's generation. Pre-schoolers often integrate these materials into their daily routines. This study displayed the effects of G-rated video materials on pre-schoolers' English fluency. The respondents of this study consisted of 26 pre-schoolers from the University of Saint Louis Tuguegarao. The researchers used total enumeration to gather data, ensuring the involvement of the entire population. Participants were handed a parental consent form along with a pre-survey that solicited their background profile on G-rated video materials. Following this, the researchers conducted one-on-one recording sessions with the pre-schoolers using standardized questions. A language instructor validated the recordings using a standardized rubric to determine the preschool's fluency. The chi-square test was used to analyze the data and assess the relationship between watching G-rated video materials and the English fluency of pre-schoolers. The findings indicated that there is no significant association between the two variables, suggesting other factors may contribute to fluency development.

Keywords: English fluency, Gadgets, G-rated video materials, Preschoolers.

1. Introduction

Young children today are growing up in an environment where digital technologies are constantly present at home, in their surroundings, in preschool, and beyond. Unlike children in the past, who entertained themselves by playing with their peers in the streets, today's children, especially toddlers, are immersed in playing and watching on their gadgets or televisions. Considering the rapid uptake of digital media, it is important to draw together the current impact of G-rated video materials on language acquisition and fluency (Kirkorian, 2018). In an age where technology intertwines with education, the impact of age-appropriate visual content on language skills is an intriguing avenue for exploration.

Technology has transformed how people go about their daily lives, enhancing productivity at home, in the office, and at school. Today's children are now growing up in technologically advanced environments. In recent years, the use of screen media has surged, with children encountering screens at increasingly younger ages. Over the last three decades, there has been a notable rise in television programs aimed at infants, leading to more screen time and earlier exposure for young children (Chen & Adler, 2019). Technological developments and the sophistication of devices have been known to all circles, regardless of age. Even at an early age, one also began to be deceived by the sophistication of devices that have many applications and social media. With the rapid advancement of technology, children now have greater access to tools and resources for learning language. It helps learners learn more about how to speak the English language through different applications (Almurashi, 2016). Platforms for young children to watch videos and learn language are becoming increasingly popular

such as YouTube and YouTube Kids (Marsh, Hallet, & Ritchie, 2015). The escalating time children spend with smart devices exposes them to video content, including platforms like Cocomelon and animated cartoons, as shown by Chang, Tseng, and Yang (2018). According to Alhamami (2013) YouTube is a compelling social media platform that plays a significant role in global education. Children can use it to learn English through stories, songs, and vlogs. Given their tendency to imitate what they see and hear at their age, using this platform can effectively support their language learning.

Conversely, the heavy reliance on screen media among children has raised significant public health concerns, as it can negatively impact their cognitive, linguistic, and social-emotional development. Excessive screen time is linked to various issues such as increased risk of obesity, sleep problems, and mental health conditions like depression and anxiety. It may also impair emotional understanding, contribute to aggressive behavior, and overall harm psychological well-being. The growing amount of time children spend with smart devices exposes them to video content from sources like Cocomelon and animated cartoons, as noted by Muppalla, Vuppalapati, Pulliahgaru, and Sreenivasulu (2023).

It's evident that language learning occurs actively and that interactions are crucial to the process (Bruner, 2017). The connection between screen time and language development, especially fluency, remains underexplored. This study aims to investigate the factors and demographic elements that influence exposure to video materials and their impact on English language fluency. This aims to highlight a different approach to technology use, focusing on its potential for educational purposes, particularly language fluency, instead of mere entertainment (Zain, Jasmani, Haris, & Nurudin, 2022) suggests that while exposure to gadgets brings benefits to people's lives, it can also lead to negative behavioral impacts.

The researchers explored linguistic development, particularly fluency to further prove the effectiveness of video materials in the language development of pre-schoolers. Understanding how these materials can be harnessed to support language skills, specifically, fluency may pave the way for more tailored and effective educational strategies, ensuring that pre-schoolers are equipped with a strong foundation in English language skills at an early age. Therefore, the researchers were interested in exploring how smart devices can be harnessed for educational purposes. By concentrating on G-rated videos, the study aimed to demonstrate how these digital resources can engage and educate pre-schoolers in their early English language fluency. It sought to examine if these G-Rated video materials have been beneficial in facilitating English language learning, particularly with their fluency.

2. Materials and Method

This study employed a basic qualitative method to determine the association between the profile of the pre-schoolers and their fluency level. The study was conducted in the University of Saint Louis Tuguegarao- Elementary Department. The respondents of this study were 6 preschoolers ages 4-6.

The researchers used purposive sampling. This method ensures that the participants are relevant and aligned with the research objectives and allows for a comprehensive understanding of the population being studied. The researchers distributed a pre-survey questionnaire that determined the qualification of the pupils. After which, a standardized test named "Bingo Tango" was used as a conversation initiator. The "Bingo Tango" conversation initiator involves asking simple and engaging questions such as "What is your favorite food?" to spark conversation and encourage preschoolers to express their preferences and interests. It provides a structured and interactive way for young children to practice language skills while also exploring their own likes and dislikes in a playful manner. The researchers recorded the whole conversation with the pupils. A rubric was followed by the language instructor who validated the performances of the pupils.

The following activities were done by the researchers in gathering the required information for the study. A letter of permission was presented to the Vice President for Academics to seek approval and to guarantee the participation of the respondents during the conduct of the study. Upon approval, the researchers conducted a pre-survey to know the background of the pupils in G-rated video materials. The pre-survey answered the questions regarding the watching time, types and nature of programs

watched, and gadgets used by the preschoolers. After collecting the pre-survey and identifying the qualified respondents, the researchers began the interview containing the questions included in the standardized conversation initiator named “Bingo Tango”. The researchers conducted a one-on-one interview with the preschoolers. The conversation with the preschoolers was recorded through a video recording.

After the researchers were done interviewing the preschoolers, a language validator analyzed the collected data, through the video recordings, and identified the English fluency of the preschoolers using a standardized rubric with four categories: Emerging, Beginning, Intermediate, and Advanced.

The researchers submitted the analyzed data by the language validator to the statistician. After the statistician’s correlation and analysis of data, the researchers then summarized the findings and came up with the conclusion and recommendations. The researchers utilized content analysis to describe and analyze the prevalence of exposure to G-rated video content among preschoolers' fluency. This analysis allowed the researchers to assess and determine the data if 4 the G-rated video materials have an observable impact on preschoolers’ English language fluency levels.

The researchers requested permission and approval before conducting the data gathering from the Research Adviser, Academic Dean, and Vice President for Academics. The researchers acquired consent from the guardians before answering the questionnaire and assured them that all the data gathered will be treated confidential, so it will strictly be kept and for research purposes only. The researchers assured that all the data gathered were kept with utmost confidentiality for their right to anonymity and privacy.

Table 1.

Profile of the pupils when grouped according to Frequently watch programs and No. of hours in watching G-rated video materials.

Profile	Frequency	Percentage
Frequently watched programs		
Cocomelon	1	16.6
Peppa Pig	2	0.12
Disney Plus	3	49.7
Nursery Songs	2	0.12
Super Book	1	16.16
Teacher Racheal	1	16.6
Total	6	100.00
No. of hours watching per day		
1h	3	50
2h	2	33.3
3h	1	16.6
Total	6	100.00

3. Results and Discussion

This table indicates the profile of the pupils, among frequently watched programs, children’s content like Disney Plus and Nursery Songs are the most popular. Viewing habits typically range from 1 hour to 3 hours, with a significant portion watching per day.

Table 2.

Fluency Level of the pupils when assessed and described according to qualitative description.

Qualitative description	Fluency level
Vocabulary	Advanced
Pronunciation	Advanced
Content	Advanced
Comprehension	Advanced

This table shows that the fluency level of the respondents is advanced when described in terms of their vocabulary, pronunciation, content and comprehension which indicates that their speech reflect a clear understanding of the prompt and included details and reflect a deep understanding of the topic with a sophistication in speaking, a liking to a native speaker.

3.1. Vocabulary

Until we realized that words are essential to learning a foreign language, the emphasis placed on vocabulary development in language didactics changed over a long period of time. Vocabulary was important in both Direct Methodology and Traditional Methodology. It was then considered a subset of the Communicative Approach, the Audiovisual Methodology, and the Audio-Lingual Methodology. These days, one of the main goals of teaching foreign languages to students is to help them become more proficient in vocabulary (Yetiş, 2018).

3.2. Pronunciation

The development of learning media should always keep up with the development of the times that have become accustomed to utilizing Information and Communication Technology. One of the most frequently accessed by Indonesians of Information and Communication Technology products is YouTube. YouTube viewers can use many video contents as the alternative learning media for their learning process. One example of video content on youtube is about “Pronunciation”, which is taught directly by native speakers using Bilingual Indonesia and English as a preface, like a youtube account named Guruku Mr D and Sacha Stevenson.

3.3. Content

The internet is a significant medium supporting the educational process and significantly influences student achievement, particularly through the use of online videos, which are highly effective in education (Apuke & Iyendo, 2018). Furthermore, teachers can utilize videos as instructional tools in English classes, promoting interactivity among students and enhancing social pedagogy (Abdulrahman, 2016). According to Kabooaha and Elyas (2018) YouTube is a valuable internet platform that substantially contributes to education.

3.4. Comprehension

A primary advantage of utilizing YouTube videos as an instructional resource in EFL classrooms is the provision of authentic listening material. According to Felix (2020); O'Dowd (2020) and Bastos and Ramos (2019) employing genuine learning resources facilitates engagement in real-world communication, enhancing comprehension, oral and written communication skills, and intercultural competencies, which are vital in foreign language acquisition. Stempleski (2015) highlights that English instructors globally seek materials that make the language engaging for students, with TV, video, and related technologies serving this purpose effectively. Scholars such as Çakir (2016) further emphasize the necessity of authentic materials to rejuvenate the communicative approach in English language education.

3.5. Fluency

Izquierdo, Simard, and Garza (2015) validated prior research indicating that ICT facilitates access to language materials, highlighting a correlation between second language acquisition and the use of multimedia in a computer-enhanced learning environment, which positively affects learning behavior and increases motivation. ICT multimedia can enrich the language learning experience by aiding learners in writing more fluently, both in quantity and quality.

4. Conclusion

The researchers conclude that the findings indicate that there is no significant association between watching these videos and the preschoolers' English fluency. However, while the videos did not show a measurable impact on overall fluency, certain elements of language development, such as vocabulary acquisition and pronunciation, might still be influenced by other factors that were not measured in this study. This suggests that while G-rated videos alone may not enhance English fluency, they could be part of a broader set of tools and experiences that contribute to language development. Along with all the gathered data, it comes to our hope that preschoolers have their own pace to follow when it comes to speaking fluently. The nature of the videos does not affect their fluency skills. Also, the number of hours in watching has no connection with their English fluency. Regardless, the manipulation of G-rated materials in learning speaking, increases preschoolers' learning. This study can aid teachers to specifically strategize on creating educational materials not involving G-rated videos as there is a general misconception wherein children's exposure to YouTube and social media sites increases their fluency. Learning strategies which maximizes the use of G-rated video materials can be used as learning tools inside the classroom that shall guide the preschoolers in achieving the desired fluency in their case. These materials bring forth images and audio that can give assistance to learners in learning good pronunciation, enhance their vocabulary and make it easier for them to find ideas in constructing sentences while speaking, which can further improve their English fluency.

Abbreviations:

G-rated videos are designed to be appropriate for all audiences, including preschoolers, by excluding explicit language, violence, or inappropriate material. They typically feature educational programs, animated series, and interactive content to engage toddlers and promote positive values. Parents and educators often use G-rated videos to support language development, leveraging repetition, simple language, and appealing characters. Exposure to this content is believed to enhance vocabulary, pronunciation, and comprehension in a controlled and safe environment. However, the study concluded that G-rated videos alone did not significantly influence English fluency among preschoolers.

G-rated: refers to videos suitable for a general audience, mentioned multiple times in relation to the study on enhancing English fluency among preschoolers.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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