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# DIRECT AND INDIRECT EFFECTS OF YOUTUBE CHILDREN SONGS ON THE L2ACQUISITION OF PRE-SCHOOL CHILDREN: A CASE STUDY

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***Abstract***
*This research aimed to look into direct and indirect effects of YouTube children songs on the L2 acquisition of preschool children. The researchers' formulated three main questions in this study: (1) what is the effect of indirect exposure to YouTube children songs on the L2 acquisition of preschool child? (2) What is the effect of direct exposure to YouTube children songs on the L2 acquisition of preschool child? (3) Is there a significant difference between the children with direct and indirect exposure to YouTube children songs? To answer the research questions, the researchers utilized a qualitative research design. The researchers observed and recorded the session with the child for the data collection. Research ethics was properly observed in data gathering. Additionally, the researchers used a statistical tool to determine the significant difference in the participants L2 acquisition. Also, researchers used observational analysis to analyze the collected data from recorded video and test results. Furthermore, the findings showed that a child with direct exposure to YouTube songs shows more progress than a child with indirect exposure. Exposure to YouTube songs can help children learn because they can increase engagement, create a desired environment, improve concentration and memory, and keep children on task.*
***Keywords****: Direct and Indirect Effects, Language Acquisition, Second Language Learning, YouTube Songs*

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## INTRODUCTION

Language acquisition has two categories: First-Language Acquisition and Second-Language Acquisition. The acquisition of the first language is a common process. Children listen to their surroundings, try to mimic sounds, and eventually produce them. On the other hand, second-language acquisition is developed by an individual to learn the fundamentals of a different language, after knowing a first language, such as the phonological components, writing systems, vocabulary, and grammatical structures. Listening and watching comprehension lays the groundwork for future learning of speaking. The emphasis is on auditory comprehension preparation, and the requirement is relaxed for spoken production during the start of instruction, promotes linguistic growth proficiency, and yields enhanced effects than severe verbal examination training (Cheung, 2010).

The English language is introduced to a child when he/she starts to develop his/her second language. This is prepared not to directly instill English to a child, but to offer important information about the language over arguments. Sound, whether in the form of words or sentences, greatly aids language acquisition in children (Safitri and Hakim, 2018). Digital media, electronics, and ICT advancements transformed children's education designs. Gasser and Palfrey, 2008; Cayari, Latta, and Thompson, 2011 revealed in their study that Media allows self expression and empowers language learners to transfer in methods that previous generations might only dream of.

Early research on the connection between presenting English to children over a numerical platform indicates that it plays an important part. In digital storytelling, the ensuing computer graphics and songs pique children's interest in the section (Tridianti, 2017). Additionally, music and rhythms that excite motor development improve language skills in kids, especially in verbal elements. (Palupi, Hafidah, and Karsono, 2019). For students in junior high, successfully using YouTube in educating English speakers significantly improves students' communication capability (Jati, Saukah, and Suryati, 2019).

A child's self-esteem is boosted by studying and memorizing rhymes. Children value nursery songs just as much as other logical and mathematical processes. Moreover, a study reveals that kids who understand children's songs from two to six years have great English vocabulary; consequently, knowing nursery patterns enhances phonemic awareness in preschoolers (Harper, 2011). A child's phonetic awareness and fluency increase with rhyme abilities, and patterns have lengthy links with cognitive education according to Bryant et al. (1989) and Dunst & Hamby (2017). Dowker and Pinto (1993) argued that audio discourse has a crucial part in communicative competence, as shown in a reading of rhymes and sound repetitionin early kids' poems.

With the vast growing enhancement of YouTube and the increasing prevalence of reducing ICTs such as 4G and 5G setups, anyone can already create their personal YouTube channel and distribute their material. Preschoolers' preferred teaching methods have evolved aside from acoustic objects to tiny

mobile devices that may be held in their hands. YouTube has managed to evolve into a form of entertainment for both children and parents. The popularity of the use of media in today's time made teaching more creative. Furthermore, scholars continue to investigate and prove whether exposure to media can effectively affect preschool children in terms of acquiring a second language.

Chomsky turned his LAD hypothesis into UG. Universal grammar, according to Chomsky (1980), is "human biological endowment features" (p. 28). Chomsky (1980) defines it as "a purely scientific examination of the physiologically required features of human speech" (p. 29). Moreover, certain grammar principles are tough into the mind and emerge with no need for instruction (Lara & Perez, 2014).The purpose of UG, according to Chomsky, is to properly demonstrate the characteristics of the grammar components, particularly their interrelationship. He stresses that UG is not a concept of how individuals obtain grammatical rules in means to structuralize a specific terms. (Chomsky, 1979)

Second Language Acquisition (SLA) is the study of how learners acquire the L2 language. SLA relates to the development of learning any language. SLA is one of the most well- known branches of Applied Linguistics research and practice in fields such as psychology, sociology, and linguistics. It is relatively first-hand as well as a new field of study, numerous papers on SLA have been conducted at various educational organizations. The ground is static in its early stages, and "we are distant from having a comprehensive concept of Second Language Acquisition, but around is progress" (Krashen, 2018; VanPatten, 2017; Gass and Selinker,2008:1).

According to Shormani (2012), learning a second language brings you earlier to the "Other" economically, socially, culturally, and so on. SLA is defined by Gass & Selinker (2008) as "the development of acquiring one more language afterward the fundamentals of the first have been attained, beginning around the age of five and continuing thereafter." In addition, Mitchell and Myles (1998) defined SLA as "studying any language to several degree, delivered only that the 'L2 is learned after the first language is acquired." Long (1983) argues that SLA

should provide "a source of intelligible input to novices, who often cannot acquire this somewhere else" to learners, whether they are children or adults. M. Tomasello (2003) provides a comprehensive usage-based language acquisition theory, demonstrating that we do not need a self-sufficient "language instinct" to explain how children learn language by combining a large corpus of experimental studies in cognitive science, linguistics, developmental psychology, and cognitive science.

The early childhood years are critical for the development and foundational abilities of preschooler (National Research Council and Institute of Medicine, 2000). Today's children are growing up in technologically advanced environments (AAP Council on Communications and Media, 2016). Platforms for young children to watch videos are becoming increasingly popular such as Youtube and Youtube Kids (Marsh et al.,2015; Ofcom, 2017; Rideout, 2017. YouTube Kids is an application designed for children aged five and under. It has been marketed as "a creation of knowledge and discovery entertainment, specifically designed for children" (YouTube Kids, 2018). YouTube has been termed "the king of video," and kids use it to help with classwork or homework, as well as for entertainment (Smarty Pants, 2017).

Kids Channels are one type of electronic media that can help parents develop their kids communication abilities. Nevertheless, YouTube Kids Channels provides a large number of channels from which parents can choose. Children are drawn to countless accounts on YouTube Kids Channels because of their inspiring images and easy-to-listen-to songs. This is one of the audio-visual aspects that allow children to watch YouTube Kids Channels for an extended period. However, parents must be wise in selecting the suitable network for their kids centered on their ages, while also controlling their long time YKC. It was assumed that YKC may possibly develop beginning kids' communication abilities, predominantly in terms of expanding their English words.

Furthermore, according to Yudhi Arifani's (2020) study, only when animated clips with subtitles do make a significant contribution to EF/ESL children's unintended vocabulary acquisition at home, parents and EFL/ESL

teachers can use animated clips as a starting point of L2 visibility or feedback to help their kids and pupils improve their vocabulary mastery. Brief animated clips can also be used at home to teach youngsters unintentional vocabulary. Animated clips may also be fairly efficient sources of L2 input for incidental vocabulary learning due to their subtitles. Furthermore, the brief runtime of animated movies with subtitles may make it easier for children to employ unintentional vocabulary acquisition outside of class (at home). Asa result, parents and EFL/ESL teachers must provide a brief explanation. As a result, parents and EFL/ESL teachers must present a brief clip to their children in order for them to absorb accidental vocabulary more efficiently. Kids' vocabulary acquisition enhanced thanks to YouTube. Furthermore, the clip designs increased students' interest; therefore, the implementation of digital, particularly advanced technologies that students enjoy, makes learningeasier, faster, and more enjoyable (Zerde, 2014).

Music is prevalent in every culture on the planet. Researchers looked at how music impacts individuals, notably young people because it has become a vital part of everyday life. Numerous parents, instructors, academics, and companies are engrossed in acquiring and understanding the effects of songs on the life of learners. Norton, Winner, Cronin, Lee, and Schlaug (2005) asked if the musical skill was linked to any pre-existing neurological, motoric, or cognitive, markers. According to their findings, there were no links between musical perception abilities and any mind or visual-spatial variables. Moreover, they discovered correspondences between auditory perception and nonverbal reasoning, and phonemic awareness. Even a modest amount of musical training, according to a study, can help enhance reading skills. Moreno, Marques, Santos, Castro, and Besson (2009) are experts in pitch discrimination.

Moreover, Gromko (2005) discovered that kids who obtain musical education progress auditory abilities for articulated noises and words quicker compared to a child who does not receive it. Another study stated that engaging a child in children's songs can assist and direct his or her interest in word sound structure as well as semantic structure (Grofková and Majová, 2021). Music education, according to Bolduc (2008), can successfully teach children to read and

write. Music education is a holistic form of education that can aid in the development of listening and analyzing skills, and it can be utilized as a useful educational supplement. Dunst and Hamby (2017), showed that children's song measurements were linked to phonological and print-related literacy results, and nursery rhyme involvements and knowledge were the greatest interpreters of research outcomes. The findings show a link between kindergarten rhyme capacities and phonological and print-related capabilities, particularly evolving understanding, in young children.

YouTube is thought to be an operational tool for improving kids' communication abilities. The audio-visual elements of the YouTube channel play an important role in it. Children learn the language and communication abilities needed to show their thoughts, requirements, and approaches in common connections during the preschool years, as well as how to retort to others. Kids similarly absorb to be generally knowledgeable persons through effective communication, developing positive relations and associations with others. Imaniah, Dewi, Zakky (2020).

This study aimed to determine and answer the following specific questions:

1. What is the effect of direct exposure of YouTube children's songs on the L2 acquisitionof preschool child?
2. What is the effect of indirect exposure of YouTube children's songs on the L2 acquisitionof preschool child?
3. Is there a significant difference between the children with direct and indirect exposure ofYouTube children's songs

Significantly, the purpose of this research is to regulate the direct and indirect effects of YouTube children's songs on preschool children. As a result, the researchers will employ the Behaviorist Theory. B.F. Skinner (1904–90) was America's leading psychologist, professor at Harvard, and advocate of the behaviorist theory of learning, which grasps that learning is a procedure of 'conditioning' in motivation, reward, and punishment environment. Skinner argued between natural learning and formal education, wherein it is dependent on the

teacher creating optimal patterns of stimulus and response (reward and publication), or 'operant conditioning.'The main standard of behaviorist theory is based on scrutinizing observable human behavior in stimulus-response interaction. E.L.T. Thorndike was the first behaviorist to scrutinize the perception of learning as the construction of relations among exact procedures of behavior and the significance of that behaviors. "All knowledge is defined to involve the creation of practices as a consequence of feedback and reward," according to the behaviorist theory of stimulus- response learning, as established in Skinner's behavior modification model (Rivers, 1968, 73).

Furthermore, the aforementioned theory aided the researchers in their investigation of the direct and indirect effects of YouTube children's songs on the language acquisition of preschool children and will explore the different hypotheses that will attain the objectives of this study. In addition, children need to be guided by adults to facilitate their progress as well as their language acquisition. Adult supervision is necessary to avoid misdirected information and changing of focus of the learner.

This study focuses on the YouTube children songs to the L2 acquisition of preschool children. This study also seeks to scrutinize to gain an in –depth understanding and observation on how YouTube children songs improved the L2 acquisition of preschool children by watching it using direct and indirect methods.

The study delimited only two (2) preschool children on the same age whom do not speak English as L2. The selection of the respondents is only to those who are willing to participate, aswell as obtaining parental agreement. This study is structured as a case study and will utilize qualitative approach. In data gathering, data will be collected using videotaping the behavior of the child during the session at their homes and may have been observed for duration of one month from Feb 1- March 2, 2022. The researchers want to know the effects of direct and indirect exposures of You tube Children songs however; it is not possible for the researchers to have a long-term observation due to pandemic and lack of time framework.

## METHOD

This study utilized the descriptive qualitative approach, which involves discerning and labeling a subject's behavior without manipulating them in any technique (Erickson, 2017). This was employed in order to achieve a detailed understanding of the subject of the research. This was also used to examine the subject of the study arriving at a new understanding of the research problem. Descriptive research, according to Manuel and Medel (1976), entails the explanation, recording, exploring, and interpretation of the current nature, composition, or process of phenomena. The emphasis is on the current situation, on how a person, group, or thing acts or functions at the time of the study.

Children's songs were utilized in this study to determine the direct and indirect effects of YouTube children's songs on participants' L2 acquisition.. However, the researchers decided to chose four (4) children's songs for this study. Selecting materials for this study is not a simple task. Several requirements were observed to keep the participants' interests. Children's songs were chosen for this study based on the following criteria: age appropriateness, educational value, and entertainment value

## RESULT AND DISCUSSION

### 1. CASE 1: Exposure to the YouTube Direct Songs

The session started on the first of February 2022, until the second of March 2022. The observed pre-school child was Samantha (not her real name). Samantha is two (2) years old and born in Baao, Camarines Sur. Samantha is the only child in their family. They are living in her grandparent's house since her father is working somewhere in Naga City. In her everyday communication, her mother and her grandparents use the Rinconada dialect. Her mother also communicates the English language to Samantha. Samantha had come into early speech stages by producing utterances when she turned one year old.

In data gathering, we used video recording that allows us to verify their observations. For this observation to direct exposure, Samantha was allowed to watch YouTube Songs and nursery rhymes for at least thirty minutes to one

hour since this is the recommended screen time for her age. We chose four different kinds of YouTube channels that provide a safer viewing experience for preschoolers and may influence their second language learning. YouTube channels offer a variety of videos that can be used to learn a second language.

The following table lists some of the YouTube songs used in the collection of data.

**Table 1**: YouTube songs used in studyThe following is the result of the observation

| Week | Name of YouTube Kids Channel | Name of YouTube Video |
|---|---|---|
| 1 | Super Simple Songs- Kids Songs | Learn Colors, Numbers and ABC's Songs for Kids, AlphabetSongs<br>One Little Finger + NurseryRhymes |
| 2 | Dave and Ava -Nursery Rhymes and Babysongs. | Learn Colors, Numbers and<br>ABC's Songs for Kids, AlphabetSongs |
| 3 | Cocomelon –Nursery Rhymes | Head, Shoulder, Knees and Toes<br>+ More Nursery Rhymes andKids Songs |
| 4 | Songs for littles –Toddler Learning Videos | First Sentences for Toddlers, Learn to Talk, Toddler Speech Delay, Speech Practice Video English |

**First week: February 1, 202**

Samantha pays attention to the first time we gathered the data. We introduced Super Simple Songs- Kids Songs which is a collection of original children's songs and classic nursery rhymes simplified for young learners. Super Simple Songs makes learning simple and fun by combining captivating animation and puppetry with delightful music that kids love to sing along with.

We observed that during the watching session, Samantha remained silent and unresponsive from the beginning. She only focused on the one-hour video, occasionally moving her head and doing body movements but remaining seated until the end. Since Samantha is an only child, her mother plays an important role in her language development process because she is the one who spends more time with Samantha. To do some household chores and manage timeproperly, her mother let her watch YouTube for a limited time per day. Her

mother also communicates with her after finishing doing housework.

We conducted an assessment after Samantha watched a few videos on the Super Simple Songs- Kids Songs channel and inquired about what she had seen and if she recalls any songs from the video. We sang the song "If you're happy and you know it, clap your hands" and Samantha responded by interpreting the steps of the song. However, she did not say anything. She was happily clapping her hands and stamping her feet while enjoying the steps. Her mother often repeated some nursery rhymes even before the conduct of the study. For example, when Samantha is taking a bath, fixing her hair, traveling, or even before going to sleep to keep Samantha occupied so she can enjoy whatever she does. We also observed that Samantha was shy and uncomfortable when she encountered people she is not familiar with, and was unable to react and communicate when the researchers ask her questions.

**Second week: February 8, 2022**

On the second week, Samantha watched Cocomelon Nursery Rhymes. Cocomelon is a fun relatable channel with attractive 3D animation and toe-tapping music that tells stories. The videos teach preschoolers prosocial life concepts as well as letters, numbers, animal noises, and colors. Samantha seemed excited after hearing the introduction of the video.

Samantha's language improvement will depend on the people around her exposing the language to her. Even before the conduct of the study, Samantha's grandmother often took her to their neighbors' house to socialize with new people. The idea of meeting new people and hearing new songs, and singing together will help Samantha learn the language quickly; but due to the pandemic, watching nursery rhymes has become their strategy in assisting Samantha in her second language acquisition.

We observed that she was very active at the beginning of the video, and she even followed the dance steps of the Head, Shoulder, Knees, and Toes nursery rhymes at one point. However, she did not say anything while doing it like in the previous session. Samantha would sometimes laugh and chuckle

when she found something funny in the video. Sometimes, she would shift her focus to other things and leave her chair while the video was playing. Her mother encourages her to watch, but she prefers to play with other things and choose to interact with her cousin who was around that time.

After watching a few videos on the Cocomelon Nursery Rhymes channel, we inquired about what Samantha had seen and if she recalled any of the songs from the videos. Samantha contemplates for a while and tries to remember the song. This time,we observed that she could actually recite the songs, but she could not perfectly pronounce the words. The transcription below shows some excerpt from the video recording.

***Transcription***

R: Can you dance now the head, shoulder, knees and toes?S: Huh (Slightly shock)
R: 1, 2, 3, go! Head…S: go
R: Head…
S: head (distracted)
R: Can we dance now?
S: (Start to sing while interpreting the song) head (point her head), chol-der (shoulder)… knees (slightly bend), and toes (points her toes), (repeat the knees and toes line). Eye (point her eyes), ears (point her ears side by side), mouth (point her mouth with two fingers),and nose (points her nose with two fingers), Head (point her head), shoulder (double tap her lap)… knees (slightly bend), and toes (point her toes), (repeat the knees and toes line).
R: Good job! Clap your hands (showing how to clap)
S: (clapping her hands)

**Third week: February 15, 202**

In the third week, we introduced Dave and Ava – Nursery Rhymes and Baby Songs. Dave and Ava is an interactive channel for early childhood education that combines educational games and nursery rhymes. Every song has its beautiful animation with loads of hidden objects and read-along lyrics to help children learn to read.

Samantha just sat there and watched the entire video without acting or saying anything, and she occasionally got out of her chair when something distracted her during the viewing session. For example, Samantha said, “Eat...

Okay eat," which means she is telling her mother that she is hungry and wants to eat. On the other hand, she actively responds to the researcher's questions during the assessment. The remarkable part was when the researchers sang some YouTube songs, Samantha knew every last word from each line. In this case, the researchers discovered that even though Samantha was quietly watching the video, she was able to pick up some words from the songs that she could easily recall. The transcription below includes an excerpt from the video recording.

Transcription

R: (Starts to sing) Itsy bitsy…S: Spider
R: (Continue singing) went out the water? (waiting for answer)S: (slightly raise her voice in excitement) spout!
R: Down came the rain and wash the spider…S: out!

**Fourth week: February 22, 2022**

For the last week of observation, Samantha had a lot of exposure to YouTube songs, which promoted her progress in second language acquisition. We introduced Songs for Littles' Toddler Learning Video for the week. Songs for Littles is a famous YouTube channel providing educational videos and music classes for toddlers and preschoolers, written and performed by Rachel, Aron, and Jules Hoffman.

Unlike in the previous sessions, Samantha responded while watching the video. Songs forLittles is a very interactive video. Ms. Rachel, the host from the video, encourages children to communicate just by asking her viewers random things with interactive visual representation and hand gestures. The transcription below includes some utterances during the video session

V: Let's pick a surprise from the magic bag. Wow it's a...
S: Cake (Pointing at the cake)
V: Let's blow the cake (pretend to blow)
S: (Pretended that she blows the cake

Samantha had improved in producing simple second language phrases and even named the object from the video. Furthermore, the researcher found out that Samantha was able to produce utterances, but they were not well pronounced

as shown in the transcription belo

***Transcription***

R: Can you say Hi?
S: Hi (wave hand) Hi cat! (Notice that there is a cat passes by)R: Oh wow, there's a cat, what is the sound of the cat?
S: meow… meow
R: Good job! What is the color of the cat?
S: White (pointing at the cat, the cat ran faster) bye cat (wave bye)

One of the most important elements in engaging children in terms of education is a YouTube song. Children simply learn more effectively. This is supported by the Behaviorist Theory of B.F Skinner, who stated that children acquire language through imitation. The child with direct exposure can easily imitate what he/she had heard because of the rhyming sounds she learned by watching the video.

Based on the series of observations conducted, children can acquire L2 through the help of LAD (Language Acquisition Device). According to Chomsky's Innateness Theory, there is something in the human brain that enables a person to notice or obtain linguistic inputs and produce communicative outputs. The behavior that Samantha revealed in the different linguistic tasks was supported by Lenneberg's Nativist Theory, Chomsky's Innateness Hypothesis, and McNeil's LAD (Orillos, 1998).

Significantly, during the sessions with Samantha, she was focused on the YouTube video played by us. She is attentive yet quiet. But after watching the videos, the child remembered what was shown to her and correctly answered the questions raised by us. We observed that the songs and sounds were also a way to catch the attention of the child. It helps the child to retain the information that she watched. Also,Macajova, M. and Grofcikova, S. (2021) suggested that exposing a child to nursery rhymes may aid in expanding the sound structure of words, and semantic structure. Gromko (2005) stated in his study that children who obtain musical instruction improve auditory abilities for articulated sounds and words faster than children who do not receive musical instructions. Another study stated that engaging a child in children's songs can assist and direct his/her interest

in words ound structure and semantic structure (Grofková and Majová, 2021).

## 2. CASE 2: Indirect Exposure to YouTube Songs

The session started on February 1, 2022 and ended on March 2, 2022. The preschool child observed was John-John (not his real name). John-John is two years old and born in Sagrada Bato, Camarines Sur. John-John is the second-born child in their family. His mother is a food vendor, while his father is a construction worker. His eldest brother is a grade one pupil, and his youngest sister is eight months old. Presently, they are living in his grandparents' house since his father is working somewhere in Laguna.

In every session, with the permission of his parents, the researcher performed personally the selected YouTube video for John-John for at least thirty (30) minutes to one (1) hour. According to his mother, John-John is not familiar with watching YouTube videos, and she did not let his son watch those channels. The following lists are some of YouTube Songs used in the collection of data.

a. Alphabet Song
b. Head Shoulders Knees and Toes
c. The color song
d. The number son

**First week: February 1, 202**

***Translation***

R: do you know what are colors?( repeat her question)J:nodded his head
R: what is the color of your shirt?( touch the kid's shirt) this one? What color?J: answered in low voice
R: ano?[qhat]
J: answered toys
R: anong toys? [What toys?] ( continue to ask the kid) do you know this or not? (Holding a greencrayon)
J: no
R: this is color green
J:( repeating the word green but stuttering)

During the first meeting with the respondent, John John paid attention. We conducted an assessment first if he had knowledge of the activity. John John was

active and triedto repeat what we told him. We provided cards with the alphabet, but he was not familiar with any single letter and its corresponding sounds. The researcher kept on repeating what was written on the cards, but whenever we asked the child, he became quiet.

Moreover, the researcher randomly asked the child about the colors around him, but he could not answer correctly. The only color that he knew were the colors red, black, and white, but he said them using Rinconada: “pula”, “itom”, and “puti,” but he was not able to differentiatethem.

**Second week: February 8, 2022**

In the second week, we reviewed what the child had learned in the previous session. However, the child could not remember anything. He was active, but he did not have an idea of what he had learned the last time. This week, we presented John John with the alphabet, but he did not have an understanding of the topic. He stared at us while playing with his hands. He was uneasy but tried to imitate what we taught him.

We performed the children's rhyme, “Head, Shoulder, Knees, and Toes.” Before they proceeded to the activity, we randomly asked the child about his body parts using the Filipino language. The child answered correctly. However, when we translated it into the English language, the child had difficulty understanding what we was trying to say. At this time, the child started to shift his focus to other things. He was distracted by the noise in his surrounding, particularly with the children playing outside. John- John did not sometimes follow us, he did not listen, and he kept on talking about everything.

**Third week: February 15, 2022**

This week, John-John was unable to differentiate the parts of his body using the English language. He could not even answer “Yes" or "No” questions or respond to our greetings. As we continued, the child became less active and started to get bored. He kept on looking at his surroundings and watched his cousins playing outside. He was distracted and had difficulty focusing on us.

In addition, he also had difficulty remembering what had been taught to

him, but he tried to answer, although he did not get the correct answer. We created games that will boost his energy and attentiveness throughout the session. At first, he was excited, but eventually, he became bored. He always said, “'bo ko!” (I do not want to) and “'gal na ko” (I am tired). When we asked the mother of the respondents if the child talks simple words like “no” and “yes” at home, she said that she never heard his son say those words, not evenonce.

**Fourth week: February 22, 2022**

R: who is your father?
J: Robert Elcarte
R: oh, how about your mother?J: Ha Edelyn
R: Edelyn ano?
J: Elcarte . isi ko na yan [I knew that already] (he’s smiling)R: do you have siblings?
J: (he started to play again)
R: do you have siblings? Kapatid J: (he pointed his little sister) nene

In the fourth week, John-John was able to differentiate the parts of his body but was confused sometimes. He can also name some fruits using the English language. There is little progress in John-John’s performance. He uttered some words that the researcher tells to him like “no that”, “yes”, and “okay”. He also repeated what we told him. When we showed him the pictures of different fruits, he answered using both the English and Rinconada language. He said, “apol”, “batag”, “owins”, “manga”. While in numbers, John-John said “usad”, “daw-a”, “pito”. As usual, in the beginning, he was attentive and pays attention, but as time goes on, the child lost focus and began to fidget and play. We randomly asked the child about his name, his parents, his address, and his siblings. He understood the questions, he answered them but he could not say them directly using the English language.

On top of that, after conducting all sessions, they found out that the child showed progress but was only limited. He did not acquire all the lessons that we presented to him. In vocabulary, he can explain simple sentences but he was using the Rinconada dialect. He can also answer simple questions about himself, differentiate colors, and identify body parts. He can also sing songs like "Head,

Shoulder, Knees and Toes," "Wheels on the Bus," and "Twinkle, Twinkle Little Star." He had difficulty memorizing English songs because he is used to speaking through the Rinconada dialect, and they do not use English as a language at home. He also mispronounced some words like “apul” for “apple,” and “violit” for “violet”. In addition to his limited exposure to language, the respondent has a poor vocabulary and difficulty with pronunciation. As stated by Mohammed Rhalmi (2014), children pronounce certain words incorrectly or with difficulty because of the difference in the phonological system. There are factors that the researchers observed during the session. Furthermore, the study by Brianna McMillan stated that modern homes were filled with noisy distractions like televisions, radios, and people talking, which can affect children in learning words at an early age. He was also distracted and had problems recalling what he had been told. Leila (2013) revealed in her study that two factors influence children’s difficulty in acquiring the English language, these are the Internal and External Factors. Age, Personality, Motivation, Experience, Cognition, and Native Language are part of internal factors while Curriculum, Instructions, Culture and Status, and Access to native speakers are the external factors

## 3 Test Results

**Table 2:** Test result

| | VARIABLES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **AK** | | **Trans-lation** | **RA** | | **VARIANCE** | **Difference between means** | **t** | **Tablet** |
| **DIRECT** | **53** | | **0** | **10** | | **580.4** | **3.131772661** | **3.51** | **1.860** |
| **INDIRECT** | **8** | | **0** | **4** | | **16** | | | |

Following the tests, the child who had received direct exposure scored significantly higher than the child who had received indirect exposure. This increase in scores could be attributed to a variety of factors encountered by the children during the four-week investigation period. Children who received

direct exposure received 53 out of 61 points on an Alphabet Knowledge (AK) exam, whereas children who received indirect exposure received only 8 points. On the Phonological Test (PT) and Translation, both children received 0 out of 10. Children who have had direct experience received a perfect score on a Rhyming Awareness (RA) exam, whereas children who have had indirect exposure received a low score of 4 out of 10 items. Finally, on a Vocabulary Test (VT), the child with the direct experience received 8 out of 10 correct answers compared to the child who had indirect exposure and received only four (4) correct answers.

This study demonstrates that prior exposure to children's songs improves language awareness and plays an important role in a child's linguistic and early literacy development. Hearing and repeating nursery rhymes helps children develop important early reading skills. Early childhood phonological responsiveness formation may be influenced by practicing and performing children's songs. As mentioned by Philips (1993, p. 108), songs and rhymes are ways to develop the sounds, rhythms, and stress patterns of English. Aside from that, according to Purcell (1992), the benefits of songs as pedagogical tools can be classified as follows: listening skills, speaking skills, vocabulary practice, sentence structures, and sentence patterns

## CONCLUSION

1. YouTube finds significant growth for child's cognitive language development of the kids. Technology is a very important comfort of language learning.
2. The child learns more with an environment conducive for learning. Learning should provide avenue or place that designed to them.
3. There is a significant difference between the child with direct and indirect exposure to YouTube children's songs. It was proven that after a month of the sessions, YouTube channels helped the child to acquire a second language if watched directly. It also helped the child in developing his/her listening skills, speaking skills, vocabulary practice, retention, focus, non- verbal expressions, and phonetics.

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