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RESEARCH PAPER

Impact of YouTube on Non-verbal aspects of Pakistani ESL Learners' Oral Presentation Skills

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ABSTRACT

The current study aimed to determine the enhancement of Non-Verbal Aspects of Pakistani ESL learners' Oral Presentation skills (OPSs) through YouTube. OPSs are the requisite part of Higher Education and play a significant role in developing learners' professionalism. Employing a quasi-experimental approach, this study investigates the influence of YouTube videos on the non-verbal aspects of OPSs among ESL learners in Pakistan. Current research involved a convenient sample of 66 ESL learners enrolled at The Islamia University of Bahawalpur in Southern Punjab. The results of the study unveiled that YouTube is a productive educational tool for Pakistani ESL learners, contributing to the enhancement of their non-verbal aspects of OPSs. Improvements were noted in facial expressions, gestures, eye contact, body posture, and overall movement. This study recommends that Pakistani teachers must pay special attention towards the development of various aspects of learners' Oral Presentation Skills in order to make them flourish professionally.

| **Keywords:** | Non-Verbal Aspects of OPSS, Oral Presentation Skills (OPSS), Pakistani ESL Learners, Video, Youtube |

Introduction

The era of 21st century is ruled over by the trailblazing evolution of "Technology". It puts the livelihood at ease for the human creatures (Ghafar et al., 2023) and turned out to be the language of the current age (Albahlal, 2019). Technology has been infiltrated in every walk of life where education has no exception (Saeed et al., 2021). In the domain of education, it spreads like a wildfire (Pratama et al., 2020) and has specifically reshaped and modernized the teaching learning field (Balbay and Kilis, 2017). Today, it has become the requisite part of learner's life due to which contemporary era is called as "Digital Natives" by Prensky (2001) or "Generation Z/digital generation". But upsurge use of technological advancements by the learners is noticed at the time of Covid-19 pandemic eruption across the globe (Pratama et al., 2020 & Muzaffar, et. al. 2020) when physical education shifted to virtual education. One of the technological tools that emerged as common mean of education during Covid-19 is YouTube and today it is considered as the Principle of Global Education (Bonk, 2009).

YouTube, a Web 2.0 version of internet, is an online website that contains a significant amount of videos based on versatile array of content (Watkins & Wilkins, 2011) related to every walk of life ranging from education to entertainment (Othman, 2018, as cited in Sharma & Sharma, 2021; Muzaffar, et. al 2019). In the field of education, it has picked up steam (Banmeke et al., 2021) at the beginning of 21st Century (Balbay and Kilis, 2017). It emrged as an efficient digitized pedagogical tool necessitated for fulfilling the needs and requirements of Generation Z (Sharma & Sharma, 2021). In the present times, YouTube acts as the chief part of teaching and learning in language classrooms, particularly in English language classrooms, for the elevation of learners' comprehension level and provision of

supplementary knowledge to them (Almurashi, 2016). Moreover, it also adds the color of fun in the learning process that helps the learners to memorize the lesson with ease (Almurashi, 2016).

Djahida (2017) considered YouTube an efficient and propitious online tool for ESL learners to learn English either as second or foreign language (ESL/ EFL) through videos because it equipped them with a chance to observe, listen and watch the way native speakers speak English language in real-life situations (Cahyana, 2020). Moreover, it enables ESL learners to enhance their various English language skills (Styati, 2016, as cited in Cahyana, 2020) such as speaking, listening, reading and writing skills (Djahida, 2017) .

Globally, numerous studies have been conducted in order to unveil the efficacy of YouTube in enhancement of the essential skills of English Language learning. For instance, Hasan et al. (2018) conducted a qualitative study to investigate whether YouTube videos are significant in the enhancement of proficiency level of Bangladeshi English language learners of various universities learning at Tertiary level. The results of the study showed that learners found YouTube fruitful as they were able through it to improve various aspects of English language like pronunciation, intonation, delivery skills, grammatical and listening skills, etc. Similar results were deduced by Syafiq et al. (2021) and Riswandi (2016) in their study which is conducted for examining firstly the enhancement of speaking skills of Indonesian learners learning at college level through YouTube videos; secondly, this study investigated how YouTube videos-based teaching-learning process would be implemented in the classrooms.

YouTube can also improve oral presentational skills of ESL learners too (Ahmad & Lidadun, 2017). But the literature on the use of YouTube videos for improving ESL learners' Oral Presentation skills is absent. Due to this, the researcher aimed to investigate the impact of YouTube videos on the non-verbal skills of ESL learners' Oral Presentations in the context of Pakistan.

Literature Review

Oral Presentation Skills

The skills required to deliver oral presentation with professionalism are known as oral presentation skills (OPSs) (Waluyo & Rofiah, 2021). García-Ros (2011, as cited in Tuyen, 2023) defined Oral Presentation skills as the communicative skills required for the transference of message efficiently and professionally to the audience through the conjoint use of speech, non-verbal cues and visual aids. In the 21st century, OPSs have become inseparable part of higher education learners (Tsang 2020) because these skills lead them towards professionalism (Muthusamy, 2019).

OPSs play a significant role in not only academic life but also professional, social and personal life of the learners too as Tuyen (2023) mentioned the significance of OPSs as follows:

- Academic Success: OPSs develop critical thinking skills of learners in response to which they excel scholarly and intellectually in their educational career

- Career Readiness: The learners who endowed with OPSs grow successfully in their career as they retain professional communication skills regarding dissemination of their thoughts, ideas and opinions.

- Communicative Development: OPSs help learners to learn how to communicate with excellence in various social, academic and professional settings.

- Personal Development: OPSs are significant in the development of learners' personal traits like self-confidence, courtesy, speaking skills and motivational level. Moreover, these skills minimize their anxiety and apprehension level.

Division of Oral Presentation Skills

Aryadoust (2015, as cited in Grant-Smith, Cathcart and Williams, 2016) and Dolan (2017) divide OPSs into 03 broad categories: 1) Verbal; 2) Non-Verbal; and, 3) Content and organization skills that are further sub-divided into various skills.

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┌─────────────────────────┐
│ Oral Presentation Skills │
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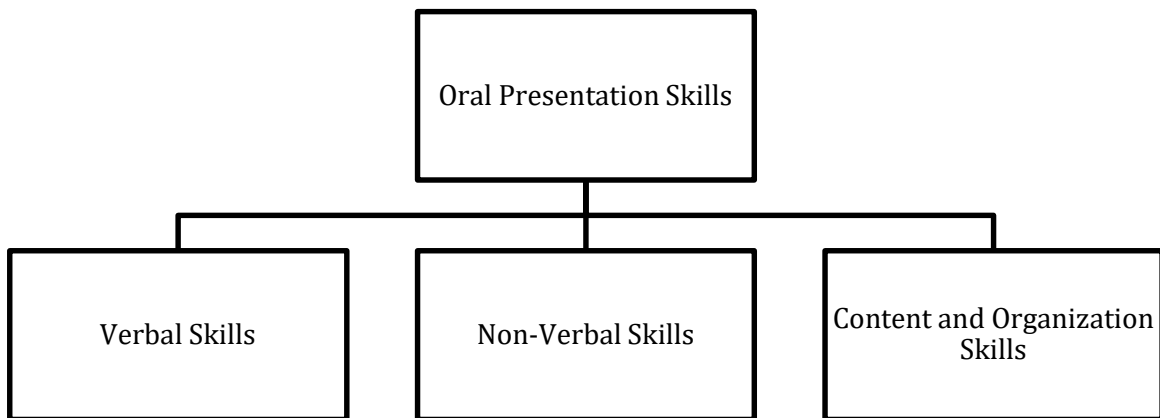| Verbal Skills | Non-Verbal Skills | Content and Organization Skills |

Figure 1: Types of Oral Presentation Skills (Dolan, 2017; Aryadoust, 2015)

Out of these 03 types of OPSs, non-verbal skills play a significant because most of our communication carried out on daily basis, inside or outside the educational organization, is influenced by non-verbal cues (Cherry, 2022) as Albert Mehrabian (1971) claimed that the communication carried out by people is comprised of 7% speech, 38% vocalic cues and 55% non-verbal cues.

Table 1
Proportions of Verbal, Para-verbal and Non-Verbal Cues in Communication (Mehrabian, 1971)

Communicative Cues	Proportion
Verbal Cues	7%
Para-Verbal Cues	38%
Non-Verbal	55%

Non-Verbal Skills

The skills required to communicate effectively through bodily movements instead of words are known as non-verbal skills (Mu'in, Arini and Amrina, 2018; Nordquist, 2020). Non-verbal communication is composed of various cues like facial expressions, eye contact, gestures, body posture and movements, etc. (Doyle, 2020; Dolan, 2017; Burgoon, 1994 as cited in Nordquist, 2020).

Facial Expressions

In the communication, the meaningfulness of the verbal message is conveyed to audience in a better way through facial expressions which can be defined as the movement of facial muscles—cheeks, eyes, lips, mouth, etc. (William, 1997). Simply, facial expressions reinforced the meaning of verbal message (Anthony and Boyd, 2016). It signifies the attitudes and emotions of the speakers towards the interaction (Chaturvedi, 2012). In the oral presentation (OP), the face of the speaker is the center of attention for the audience in order to comprehend what the presenter meant to say (Laskowski, 2001) and what type of

attitude he/she has towards the point of discussion. For this purpose, a presenter must use facial expressions skillfully during OP.

Table 2
Use of Facial expressions during OPs

Appropriate use of Facial Expression	Inappropriate use of Facial Expression
Use natural facial expressions like smile	Do not use stern face
Smile when it is needed	Do not use monotonous face

Eye Contact

Eye contact can be defined as the formation of connection between the people by seeing in the eyes of each other (Gerber, 2008). Within the OP, it functions as the principal part in the rapport establishment of the presenter with the audience (Johnson, 2007; Schulz, 2012). The presenter becomes acknowledged of his/her own performance in OP when he/she sees the interest of the audience in their eyes. Following are the pointers a presenter must take into account while creating an eye contact with the audience during OP:

Table 3
Use of Eye Contact during OPs

Appropriate Eye Contact	Inappropriate Eye Contact
Keep looking in the eyes of audience till the relationship is created	Rolling the eyes up and down
Use 3 seconds strategy—maintain eye contact with each member of audience for 3 seconds	Staring at one member of the audience for a longer time
Involvement of audience	Staring the limited audience members that makes them uncomfortable
See at the middle of the face of audience members	Looking down
Eye contact must be maintained with one person at a time	

Gestures

The movement of the body parts—such as hands, arms, heads, legs, etc.—during communication is known as gestures (Rosania, 2003). The common gestures used during oral presentations are hand gestures and head gestures.

Hand Gestures

The movement of hands during OP is known as hand gestures. During oral presentation, these gestures strengthen the presenters' message deliverance (The Stage, 2018) and help the audience in the memorization of that message on the fingers (Nguyen et al., 2016). A presenter must use these gestures cautiously at the time of OP or else it generates tension among audience and him/her

Table 4
Hand Gestures during OPs

Appropriate use of Hand Gestures	Inappropriate use of Hand Gestures
Use of open-hands	Touching the face with hands
Natural occurrence of hand gestures	Rubbing the eyes with the help of hands
Hands must be positioned at the front	Pointing out the members of audience
Use of illustrative, descriptive and emphasized hand gestures	Pounding a fist on furniture
Use of steepling hand gesture	Crossing or pressing the hands at the back or front
	Putting the hands in the pocket

Head Gestures

The movement of head during OP is known as head movement. It is the indicator of presenters' engrossment, agreement, attitude and active listening skills (Muralikrishna and Mishra, 2011).

Table 5
Head Gestures during OPs

Appropriate Head Gestures	Inappropriate Head Gestures
Head Nod	Head Down
Tilted Head	Rotating the head side ways
Head Up	
Shaking the head	

Physical Appearance

Physical appearance can be defined as the manner in which a presenter appeared in front of audience or in what way he/she has dressed up for OP (Gerber, 2008). The presenter is judged by the audience primarily by the dress code before he speaks about the topic of discussion (Bhardwaj, 2013). So, a presenter must choose the appropriate dress code in accordance to the setting in which he/she has to present.

Table 6
Physical Appearance during OPs

Appropriate Physical Appearance	Inappropriate Physical Appearance
Clean hands and nails	Loose fitted dress code
Brushed hair	Wear new clothes
Neat and clean dress code	Overdressing

Body Posture and Movement

Body posture and movement can be defined as the manner with which a presenter stands moves and sits during the communication (Cherry, 2019; Bhardwaj, 2013). During oral presentation, the body posture of a presenter shows the calm and confidence level of him/her. A presenter must posture and moves skillfully during OP.

Table 7
Body Posture during OPs

Appropriate Body Posture and Movement	Inappropriate Body Posture and Movement
Stand straight up	Standing static
Stand at a place where the presenter must be visible to the audience clearly	Slumping while standing
Move around comfortably	Moving haphazardly
Move from one position to another as the presenter move from one point to another	Moving in the line of projector
	Turning the back to the audience

Proximity

The study of the distance between the people while communicating is known as proximity (Siddons, 2008). Within the presentation, proximity shows the nature of relationship—either it is formal, informal, friendly or intimate relation—between the presenter and audience (Chaturvedi, 2012). Moreover, a distance or space a presenter maintains in the presentations also reveals the level of comfort and discomfort of the audience (Templeton, 2010). On the basis of relationship nature, proximity is divided into 04 zones which are as follows (Chaturvedi et al., 2012):

Table 8

Proximity Zones

Proximity Zone	Distance
Public zone	Distance of 10 to 15 feet
Social Zone	Distance of 4 to 10 feet
Friendly Zone	Distance of 1½ to 4 feet
Intimate Zone	Distance of 6 to 18 inches

Mishra and Muralikrishna (2009) suggested that a presenter must use comparably social space during the oral presentation and avoid physical space because it denotes a greater physical distance between the two.

Several studies have been conducted on the development and improvement of oral presentation skills using various tools (Babaii et al., 2016; De Grez et al., 2012 as cited in Tsang, 2020). For instance, Ahmad and Lidadun (2017) studied the development of OPSs of ESL learners in the context of Malaysia using video presentations. Solmaz (2019) explored the development of OPSs of Turkish EFL learners using Pecha Kucha format of Presentation. But still the domain of assessing OPSs is not explored to an extent (De Grez et al., 2012 as cited in Tsang, 2020). So, the main aim of this study was to explore the development of ESL learners' Non-Verbal Skills of Oral Presentations in the context of Pakistan with the help of YouTube videos.

Material and MEthods

Research Approach

The research design employed in this study was *"Quantitative approach"*. It can be defined as the scientific study carried out to measure the quantification of the performance (Proctor and Capaldi, 2006, as cited in Hoy, 2010). Simply, it is an approach used for collecting the quantifiable data for explanation of phenomenon.

Research Design

The quantitative approach has two basic designs: experimental and survey design (Leavy 2022). The present study followed *Experimental design in general* and *Quasi-experimental design in specific*. Quasi-experimental design is the one that studies the *causal relationship of the variables* such that the effect of the independent variable (that is manipulated) on the other variable (that is measured/ affected/ observed) *in the absence of either the random assignment* of the subjects into groups *or the full control over the situation* (Houser, 1998; Newell & Burnard, 2010; Broota, 1989). In the quasi-experiment, the subjects involved in the study were divided into two equivalent groups: experimental group and control group. The experimental group received experimental treatment that was "YouTube Videos" while the control group received traditional treatment that was "Pictorial Representation". The OPSs of the groups members were assessed twice through Teacher Assessment Tool (developed by the researchers and improved by the experts) such that before and after the given treatment in order to investigate whether OPSs of partcipants were improved after getting exposure to YouTube videos. The quasi-experimental procedure followed in the present study is given below:

Table 9
Quasi-Experimentation in the Current Study

Quasi Experimentation	
Experimental Group	**Control Group**
Pretest (OPSs of Participants are assessed through Teacher Assessment Tool)	Pretest (OPSs of Participants are assessed through Teacher Assessment Tool)
Experimental Treatment (Exposure to YouTube Videos)	Control Treatment (Exposure to Pictorial Representation)

Posttest (OPSs of Participants are again assessed through Teacher Assessment Tool)	Posttest (OPSs of Participants are again assessed through Teacher Assessment Tool)
Result (Impact of YouTube videos on non-verbal OPSs of participants)	Result (Impact of Pictorial Representation on non-verbal OPSs of participants)

Population

The target population involved in the present study was Pakistani ESL learners to which the researchers aimed to generalize the results of the study while the population accessible to them was the ESL learners learning in Southern Punjab University named as "The Islamia University of Bahawalpur (IUB)". It was impossible to conduct a research on the whole accessible population due to which researchers extracted a sample for the conduction experimentation.

Sample

Sample refers to the collection of participants extracted from accessible population for the conduction of research (Dhivyadeepa, 2015). In the present study, the sample of 66 ESL learners was selected through convenience sampling. The subjects of sample were equally distributed into experimental (33 subjects) and control group (33 subjects) and were associated to one of the departments of IUB named as Department of Human Nutrition and Dietetics (HND).

Data Analysis

The quantitative data collected through quasi-experimentation was analyzed using SPSS software version 22. In order to measure the pretest and posttest scores of the experimental and control groups' participants, the researcher operated SPSS built-in Paired Sample T-test which can be defined as the test applied for the analysis of the mean difference of the paired scores attained by each individual regarding the same variable but on two different timings (pretest and posttest) (Ary et al., 2010).

Experimental Group Analysis

Table 10
Paired Samples Statistics of Experimental Group

	MMean N	Std. Deviation	Std. Error Mean
Pretest Scores of Experimental Group observed in Teacher Assessment	27.70 33	6.881	1.198
Posttest Scores of Experimental Group observed in Teacher Assessment	42.85 33	7.669	1.335

Table 10 presented the mean of pretest and posttest scores attained by the 33 participants of experimental group. The statistical analysis showed that the mean of pretest scores was 27.70 (S_D = 6.880, SE = 1.198) and that of posttest scores was 42.85 (S_D = 7.669, SE = 1.335). Thus, it was indicated from the statistics that the mean of pretest scores was lesser than the posttest scores' mean of the participants. After that, the mean difference of both the means at the 0.05 level of significance (2-tailed) was calculated as shown in the table given below.

Table 11

Paired Samples Test of Experimental Group

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pretest Scores of Experimental Group observed in Teacher Assessment - Posttest Scores of Experimental Group observed in Teacher Assessment	-15.152	9.454	1.646	-18.504	-11.799	-9.206	32	.000

Table 11 exhibited that the mean difference of the pretest and posttest scores' mean of experimental group was -15.152 (S_D = 9.454, SE = 1.646) at 0.05 level of significance and 95% confidence interval of the difference. Moreover, the table also showed the t_{value} and p_{value} in order to demonstrate the significance of this mean difference. According to the predetermined standard, if the analyzed t_{value} is greater than the critical value of "t" (t_{value} > t_{crit}) then the mean difference is considered as significant. The t_{crit} value observed in the t-table for appropriate degree of freedom (df = 32) at 0.05 level of significance was 2.037. The statistical analysis revealed that the t_{value} was -9.206 which was four times greater than the t_{crit}= 2.037. It showed that the mean difference lies between the pretest and posttest scores' mean of experimental group was extremely significant. The statistical analysis further showed that the p_{value} was .000 that was less than the 0.05 level of significance which was indication of the significance of mean difference. In addition to this, the researcher also calculated the effect size of the treatment given to experimental group's participants (for the purpose of signifying the mean difference) by using the t_{value} and degree of freedom mentioned in the above table. In the present study, the researchers used Connolly's (2007) index as given below:

$$r = \sqrt{\frac{t^2}{t^2+df}}$$

The calculated value of r was 0.85, which according to Cohen's d (1988) classification, was greater than the large effect size 0.8. It signalized that mean difference was extremely significant.

Thus, the statistical analysis unveiled that the participants of experimental group who received experimental treatment (YouTube videos) showed considerable and tremendous improvement in their non-verbal skills of OPs as mean difference between the mean scores of experimental group pretest (24.10) and posttest (43.80) was -15.152 (S_D = 9.454, SE = 1.646) at α=0.05, t= -9.399, p=.000 (2-tailed) and 95% confidence interval of the difference. Moreover, the calculated effect size (Cohen's d) was 0.85 which indicated that YouTube videos improved the non-verbal skills of participants' OPs at a larger scale.

Control Group Analysis

Table 12
Paired Samples Statistics of Control Group

	Mean	N	Std. Deviation	Std. Error Mean
Pretest Scores of Control Group observed in Teacher Assessment	30.52	33	7.484	1.303
Pretest Scores of Control Group observed in Teacher Assessment	36.39	33	10.332	1.799

Table 12 presented the mean of pretest and posttest scores attained by the 33 participants of control group. The statistical analysis showed that the mean of pretest scores was 30.52 (S_D = 7.484, SE = 1.303) and that of posttest scores was 36.39 (S_D = 10.332, SE = 1.799). Thus, it was indicated from the statistics that the mean of pretest scores was lesser

than the posttest scores' mean of the participants. After that, the mean difference of both the means at the 0.05 level of significance (2-tailed) was calculated as shown in the table given below.

Table 13
Paired Samples Test of Control Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest Scores of Control Group observed in Teacher Assessment - Pretest Scores of Control Group observed in Teacher Assessment	-5.879	8.898	1.549	-9.034	-2.724	-3.795	32	.001

Table 13 exhibited that the mean difference of the pretest and posttest scores' mean of control group was -5.879 (S_D = 8.898, SE = 1.549) at 0.05 level of significance and 95% confidence interval of the difference. Moreover, the results of statistical analysis revealed that the t_{value} was -3.795 which was slightly greater than the t_{crit}= 2.037 which showed that the mean difference lies between the pretest and posttest scores' mean of control group was significant. The statistical analysis further showed that the p_{value} was .001 that was less than the 0.05 level of significance which was indication of the significance of mean difference. Just like the effect size of the treatment given to experimental group's participants was calculated, the researcher also made calculations of the effect size of the treatment given to the control group's participants using Connolly's (2007) index. The calculated value of r was 0.55, which according to Cohen's d (1988) classification, was equal to the medium effect size 0.5. It indicated that effect size of the treatment given to the control group's participants was medium or average.

Thus, the statistical analysis publicized that the participants of control group who exposed to traditional treatment (pictorial representation) showed the average improvement in their non-verbal skills of OPs as mean difference between the mean scores of control group pretest (30.40) and posttest (36.60) was -5.879 (S_D= 8.898, SEM= 1.549) at α=0.05, t= -3.795, p=.001 (2-tailed) and 95% confidence interval of the difference. Moreover, the calculated effect size (Cohen's d) was 0.55 which indicated that pictorial representation was slightly effective as compared to YouTube videos.

The findings of the study unveiled that the participants of experimental group, who exposed to YouTube videos, have shown a great improvement in their scores as compared to those (of control group) who exposed to pictorial representations. It can be seen evidently from the calculations made on the mean difference of the recorded pretest and posttest scores of both the groups' participants and effect size of the treatments given to them. For instance, the mean difference lies between the pretest and posttest scores of the participants of experimental group (Mean$_D$= -15.152, S_D = 9.454, SE = 1.646) was three times greater than

the participants of control group (Mean$_D$= -5.879, S$_D$ = 8.898, SE = 1.549) as shown in the figure 2 given below:
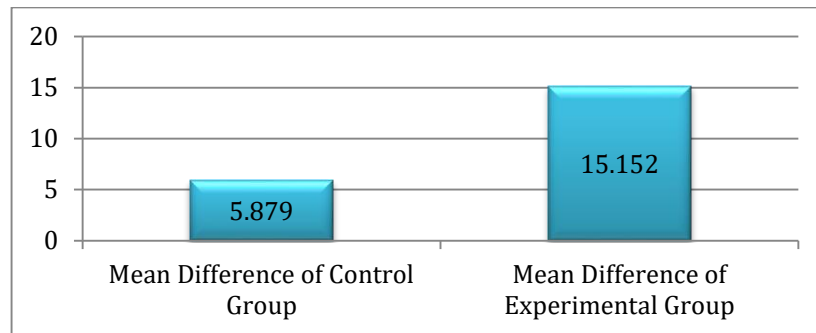

Figure 2: Comparison of Mean Difference of Experimental and Control Group

Furthermore, te effect size of the YouTube videos on the OPSs experimental group's participants was 0.85 that was greater than the large effect size (0.8, according to Cohen's (1988) d) while that of Pictorial representation was 0.55 that was medium size.
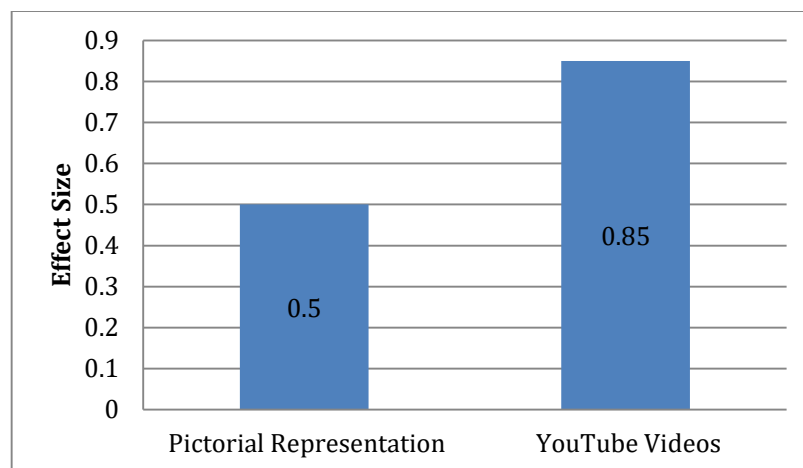

Figure 3: Comparison of Effect Size of YouTube videos and Pictorial Representation

Thus, the overall findings of the study indicated that YouTube videos positively impacted and surpassingly improved the non-verbal skills—such as eye-contact, gestures, body posture and movements, facial expressions and physical appearance—of Pakistani ESL learners' Oral Presentations as compared to the Pictorial Representations.

Conclusion

YouTube, a Web 2.0 version of internet, is a globalized online video-sharing platform that provides a versatile array of content across different disciplines ranging from entertainment to education. It is considered as an auspicious educational tool that plays a significant role in the domain of teaching and learning within the English language classrooms (ELCs). It is incorporated globally by the researchers in ELCs for the enhancement of various skills of EL such as speaking, listening, reading and writing. In the present study, the researcher aimed to use YouTube videos for investigating its impact on Non-verbal Oral Presentational skills of ESL learners in the context of Pakistan. The results unveiled that YouTube is proved highly prolific and effectual tool for Pakistani ESL learners to improve their non-verbal OPSs such as eye contact, facial expressions, gestures, body posture/ movements and proximity. In the light of the findings and conclusions of the study, some recommendations are made which are as follows:

1. Taking into account the academic and professional value of Presentational Skills at global level, Pakistani HEC must introduce compulsory short courses regarding Presentation Skills (PSs) at Secondary Level, Higher Secondary Level and especially at Tertiary level because having merely these skills as one of the topic of course content is not enough for ESL learners to meet the needs of present time.
2. ESL teachers must pay special attention towards the development of ESL learners' Presentation Skills because employers approach only those graduates for employability who have presentation and communicative competence.
3. ESL teachers must provide feedback on the oral presentations of ESL learners from time to time. It would help ESL learners to work on those aspects of presentations that need to be improved and enhance the professionalism.

Taking into account these recommendations, the educators and policy makers can help learners in the improvement of various aspects of OPSs that leads them towards professionalism.

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