



The Impact of the “Ms. Rachel” Educational Video on the Communication Skills Development of a Child: A Case Study

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Abstract

The aim of this study is to investigate and evaluate the influence of an educational video created by Ms. Rachel on a child's communication skill development. Previous literature has indicated a significant impact on language acquisition and communication skills as a result of using educational videos. The study emphasizes the incorporation of the cognitive load theory in the design of these videos to facilitate language learning and communication skill development. The research was conducted as a case study involving a 2-year-old toddler. Data collection began when the child was 1-year-old and involved video recordings and notes. The video episodes featured interactions between the child and the mother, who was one of the researchers, while utilizing the educational videos. The primary finding indicates that Ms. Rachel's educational videos, particularly the Song for Littles, have a positive effect on the child's communication skill development when assisted by the parent. The videos feature interactive content, focus on word and phrase pronunciation, and incorporate hand gestures and sign language, which are crucial for both verbal and non-verbal communication. Additionally, the researchers believe that the creation of the educational videos incorporated the theory of cognitive load as a learning tool for language acquisition.

Keywords: Educational videos; Ms. Rachel; communication skills; cognitive load theory; impact

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1. Introduction

As cited by Listiani et.al (2020), Abidinn et.al. (2011) note that young learners must be introduced to educational video content that can help vary the learning process have beneficial features in the academic field, linking the curriculum to real-life experiences and strengthening student motivation with new technologies. Using videos in learning activities can modernize and upgrade the lessons better (Azer, et. al. (2018). Thus, the videos needed to teach young learners should be easy and fast to access to find the related topic with the material learned in the classroom (Wang et.al, 2019). Educational videos can be highly effective in developing the communication skills of children. Firstly, these videos often feature engaging and interactive content that captures children's attention and maintains their interest. This captivation encourages active listening and promotes comprehension skills. Additionally, educational videos expose children to a wide range of vocabulary, allowing them to expand their word bank and improve their language proficiency. By hearing new words in context and associating them with visuals, children can enhance their vocabulary and develop a more extensive repertoire of communication tools. Furthermore, educational videos provide models of effective communication. Children can observe how the presenters or characters in the videos express themselves clearly, use appropriate body language, and convey emotions effectively. Through these visual cues, children can learn how to communicate their thoughts and feelings more accurately and confidently.

Importantly, educational videos can also cater to different learning styles. Visual learners can benefit from the visual aids and demonstrations, while auditory learners can improve their listening skills and comprehension. This multimodal approach ensures that children with diverse learning preferences can engage with the material and develop their communication skills in a way that suits them best.

During the pandemic when people are in lockdown, especially children one of the affected skills is social development due to the decrease in outdoor children's activities and the limits placed on opportunities to interact with peers. Also, in many societies, young children stayed home with their nuclear family, and less

focus was put on interactions with same-aged peers (Meuwissen, 2022). However, according to Jones (2023), “Songs for Littles” was helmed by content creator and teacher, Ms. Rachel, became a phenomenon in 2020, as the COVID-19 pandemic has left parents stranded without childcare and created a desperate need to entertain their children. Ms. Rachel's educational videos have a significant impact on the development of a child's communication skills. Firstly, her videos expose children to a diverse range of vocabulary and proper language usage. By consistently hearing and seeing words in context, children can expand their vocabulary and develop a more extensive linguistic repertoire. This exposure helps them articulate their thoughts and ideas more effectively.

Moreover, Ms. Rachel's emphasis on clear pronunciation and proper articulation enhances a child's ability to communicate clearly. Children can imitate her speech patterns, intonation, and enunciation, leading to improved pronunciation and a better understanding of phonetics. These skills are vital in ensuring that children are understood when communicating with others. Also, Ms. Rachel's videos often provide opportunities for interactive learning. Whether through songs, games, or engaging activities, children actively participate in the educational content. This active engagement encourages them to express their ideas, ask questions, and respond to prompts. By doing so, children develop their expressive communication skills, learn to articulate their thoughts and gain confidence in sharing their opinions. Children observe her body language, facial expressions, and tone of voice, learning how to convey emotions and intentions non-verbally. They also witness effective communication techniques, such as maintaining eye contact and using appropriate gestures and sign language. These observations help children understand the importance of non-verbal cues and develop their non-verbal communication skills.

Overall, Ms. Rachel's educational videos provide a stimulating and engaging learning environment that supports the development of a child's communication skills. Through exposure to vocabulary, emphasis on pronunciation, interactive learning experiences, and role modeling of effective communication, children can enhance their language proficiency, express themselves more clearly, and build confidence in their communication abilities.

2. Method

The study employed a case study. According to Catucci and Ehrlin (2018), a case study involves the researcher's attempt to comprehend and interpret a specific unit by examining its actors. By examining real-life situations, the case study

offers a distinctive illustration of actors and investigates their interactions. One advantage of a case study is that it allows for a focused examination of actions that are often taken for granted, particularly in our study where we concentrate on habitual actions. However, a weakness of case studies is that they cannot be replicated, and the results may not always be generalizable. Nevertheless, in our observation of a particular preschool's characteristics, our objective is to establish generalizations that can be applied to preschool practices in general, as suggested by Cohen, Manion, and Morrison (2000). With the use of the Ms. Rachel's educational video, the data were gathered by recording the participant/subject's learning. Observations were conducted in various settings, encompassing both indoor environments. The main objective of these observations was to examine interactions a child-adult interactions during different activities and different times of the day.

The researchers encompass individuals who serve as both language teachers and a mother, thereby possessing firsthand experience and observations regarding the process of language acquisition and the efficacy of educational videos. One of the researchers, who is also a mother, holds tangible physical artifacts such as a compilation of videos that offer valuable insights into the phenomenon being studied in the case.

3. Results and Discussion

Krzysztof, who is currently 2 years and 4 months old, was born during the pandemic. His mother is a college professor specializing in early childhood development, special education, and related subjects. Krzysztof achieved various developmental milestones, such as crawling at 5 months, understanding open and close actions, using a walker at 6 months, and sitting independently at 7 months. He said his first word, "Mama," before turning 6 months old. By 7 months, Krzysztof could identify basic shapes, colors, objects (including animals, fruits, and vegetables), imitate sounds, and follow instructions. At 8 months, he began recognizing alphabet letters. During his first 5 months, Krzysztof's parents incorporated music as a tool to introduce numbers and letters, which seemed to have positively supported his development. However, his parents have noticed that Krzysztof becomes frustrated when communicating, as they sometimes struggle to understand him. Additionally, due to the pandemic, they haven't had the opportunity to take Krzysztof to indoor or outdoor activities where he could socialize and make friends with other children.

Overall, Krzysztof has demonstrated appropriate development in various areas. However, his parents are seeking guidance on how to further enhance his language learning and communication skills, given his frustration when expressing himself. They are also looking for ways to facilitate socialization and interactions with peers, considering the limitations imposed by the pandemic.

Until one day, Krzysztof's parents came across the "Song for Littles" created by Ms. Rachel, an American YouTube content creator, songwriter, teacher, and parent of a child who experienced delayed speech development. Ms. Rachel's videos were specifically designed to support language development in infants and toddlers. When Krzysztof started engaging with these videos, his language skills showed a sudden improvement. This experience emphasizes the positive impact of Ms. Rachel's educational content on his development. By creating a series of children's music focused on language development, Ms. Rachel provided valuable resources for parents like Krzysztof's. The songs and educational content in her videos likely helped stimulate Krzysztof's language learning and provided him with engaging and interactive opportunities to practice his communication skills.

While educational videos and interactive content can support a child's language development, it is essential for parents to maintain a balance between screen time and other interactive, hands-on activities. This approach ensures a comprehensive and well-rounded learning experience for the child. Krzysztof's positive response to Ms. Rachel's educational videos underscores the potential benefits of incorporating age-appropriate and educational media into a child's routine. It is always encouraging to discover resources that can support children's development and help them thrive in their language and communication skills.

Observation

The Cognitive Load Theory of multimedia was used in this study as the basis of the observation on how the educational videos were created for language learning and develop communication skills. As cited by Brame (2016), the cognitive theory of multimedia learning builds on the cognitive load theory, according to Mayer (2001) and Mayer and Moreno (2003), there are two channels through which information can be processed: a visual/pictorial channel and an auditory/verbal-processing channel. These channels have finite capacities, but utilizing both of them can aid in the assimilation of new information into pre-existing cognitive frameworks. While each channel has its own limitations in terms of capacity, employing both the

visual/pictorial and auditory/verbal-processing channels can aid in the seamless integration of fresh information into pre-established cognitive structures. Using both channels maximize working memory's capacity—but either channel can be overwhelmed by high cognitive load. Hence, the implementation of design strategies that effectively handle the cognitive load for both the visual/pictorial and auditory/verbal-processing channels in multimedia learning materials holds the potential to improve the learning experience.

For approximately one hour occasionally, Ms. Rachel's video played in the background while Krzysztof engaged in playtime. Instead of allowing Krzysztof to watch the screen, the mother, who acts as the primary caregiver, utilized the educational video as background music while Krzysztof played with various toys such as a shape sorter, wooden shapes, blocks, and animal figures.

July 26, 2022 – August 09, 2022 (Krzysztof is 1-year and one month old)

Fortunately, Krzysztof's mother, who has a fondness for documenting his daily experiences, was able to capture notable advancements in his ability to identify animals and their sounds, letters, and colors through the introduction of educational videos featuring Ms. Rachel (and occasionally Ms. Patty). Additionally, Krzysztof acquired knowledge of gestures and basic sign language.

September 12, 2022 (a month after the first documentation)

Krzysztof's heightened concentration on Ms. Rachel's hand movements during her demonstrations indicates his strong visual attention and interest in observing and imitating gestures. The emphasis on hand movements suggests that he recognizes the importance of nonverbal communication and is actively trying to understand and mimic those movements. By closely observing Ms. Rachel, Krzysztof is likely attempting to grasp the meaning and purpose behind the gestures she is making. This kind of observation-based learning can be an effective way for young children to acquire new skills and expand their understanding of the world around them.

Providing Krzysztof with opportunities to continue observing and practicing gestures, as this can further enhance his communication abilities and cognitive development. Encouraging and supporting his interest in gestures and nonverbal communication will help foster his overall language and social skills.

September 14, 2022

The mother chose to play Ms. Rachel's video, which specifically focused on numbers and hand gestures using fish as a teaching tool. Meanwhile, Krzysztof was deeply engaged in his play. However, during this time, another video started playing, namely "Wheels on the Bus," which happened to include the sound of a crying baby. In response to hearing the crying baby sound, Krzysztof imitated the sound himself. Krzysztof's imitation of the crying baby sound demonstrates his ability to mimic and reproduce sounds that he hears. It suggests that he is actively developing his auditory skills and expanding his range of vocalizations. Children often imitate sounds and actions as a way to explore and understand their environment.

The imitation is a natural part of a child's learning process. By imitating sounds and actions, Krzysztof is learning about different sounds, developing his vocal abilities, and exploring the world around him. Encouraging and supporting his imitative behavior can contribute to his overall language and cognitive development.

September 15, 2022 (Krzysztof is 1-year and 2 months)

As part of a learning exercise, the mother utilized Ms. Rachel's video as a visual backdrop while presenting a ball and a doll to Krzysztof. She prompted him to identify these objects, providing an opportunity for him to demonstrate his language skills. Impressively, Krzysztof was able to articulate the words "ball" and "doll" clearly, indicating his ability to verbally recognize and label these objects. This exercise showcases Krzysztof's language development and his capacity to associate words with specific objects. By successfully identifying and pronouncing the words "ball" and "doll," he demonstrates his growing vocabulary and comprehension of spoken language. It is a positive indication of his language acquisition progress.

Engaging in such activities that encourage object recognition and verbal expression can further enhance Krzysztof's language skills. By providing a language-rich environment and offering opportunities for interaction, the mother is supporting his ongoing linguistic development.

September 19, 2022

Krzysztof's mother encouraged him to recognize various objects, and he successfully vocalized the word "Bear" when presented with a brown stuffed bear. Additionally, he correctly identified a bunny and other animals. It is worth noting

that these animals were also featured in Ms. Rachel's video, which likely contributed to Krzysztof's ability to identify them accurately.

Furthermore, another video played unexpectedly, featuring Ms. Rachel singing a song about fish, numbers, and colors. During this video, the child demonstrated how fish swim, showcasing an understanding of their movements. Moreover, when prompted by the mother to locate a cat with a red ball, the child correctly pointed to the cat, which happened to be found within his pillowcase.

September 23, 2022

In a separate instance unrelated to playing Ms. Rachel's video, the mother attempted to engage Krzysztof by singing and displaying different animals while imitating their sounds. During this activity, the mother asked Krzysztof to hand her the toy insects that were on the floor. Impressively, Krzysztof was able to identify various insects, including the ladybug, dragonfly, frog, bee, praying mantis, and spider. Moreover, in the recorded video, it was observed that when Krzysztof couldn't find the frog immediately, he resorted to using a hand gesture to indicate his search for the frog. This gesture likely involved pointing or a similar motion to convey his intention to find the specific toy.

Krzysztof's ability to recognize and name different insects demonstrates his growing knowledge of the natural world and his expanding vocabulary. Additionally, his use of a hand gesture to express his search for the frog indicates his developing communication skills, as he employs nonverbal cues to convey his needs or intentions. Encouraging Krzysztof's participation in activities that involve object identification, language acquisition, and nonverbal communication can continue to support his cognitive and language development.

October 10, 2022

In the absence of Ms. Rachel's video, the mother took the initiative to imitate the way Ms. Rachel sang "If You're Happy and You Know It." To the mother's surprise, Krzysztof actively participated in the activity. He engaged in clapping his hands, stomping his feet, and expressing his excitement with a cheer, demonstrating his understanding of the song's actions and his ability to follow along. In addition, Krzysztof exhibited a hand gesture by placing his hand on his head, which served as a signifier for a "good boy" action. By patiently waiting for the mother to acknowledge him with the words "good boy," he showed an understanding of positive reinforcement and sought recognition for his participation and behavior.

Krzysztof's active participation, enthusiasm, and use of gestures indicate his developing communication and social skills. By imitating the song's actions and using hand gestures to convey meaning, he is expanding his repertoire of nonverbal communication tools. This kind of engagement in interactive activities fosters his cognitive and language development and strengthens his connection with the mother.

Encouraging and providing opportunities for Krzysztof to participate in interactive play and songs can continue to support his social, emotional, and language growth.

October 12, 2022

In Ms. Rachel's video, there was a strong emphasis on repetitive word dictation, with words like "Daddy," "Dada," "Peek-a-boo," "I see you," "Bye-bye," and "Ball" being reiterated multiple times. Krzysztof was highly engrossed in listening to these words, to the point where he paid little attention to his mother during that period.

Additionally, while watching various videos similar to Ms. Rachel's, Krzysztof encountered a video featuring Ms. Patty. In this specific video, he learned basic sign language, including signs for "A-apple," "B-ball," and "C-cookie." It is worth noting that Ms. Patty's focus was primarily on teaching signs for everyday items, while Ms. Rachel covered a broader range of signs, including those for "milk," "more," "Daddy," "Mommy," "wait," "tummy," and others. Furthermore, Krzysztof expanded his vocabulary by incorporating additional words, such as "Papa," "down," "girl," "boy," "Apple," "elbow," and "cookie." This ongoing growth in his vocabulary indicates his developing language skills and ability to acquire new words and concepts.

October 19, 2022

Krzysztof's proficiency in identifying body parts through the "Head, Shoulders, Knees, and Toes" song indicates his cognitive development in recognizing and associating specific body parts with their corresponding names. The repetitive and interactive nature of the song likely contributed to his ability to grasp and retain this knowledge. Furthermore, his comprehension of concepts like "open" and "shutdown" as heard in Ms. Rachel's song suggests an emerging understanding of language and its meaning. He is able to connect these words with their respective actions or situations, showcasing his growing ability to comprehend and interpret verbal cues.

It is important to note that exposure to songs and various forms of language input, along with interactive experiences, can greatly contribute to a child's language development. These experiences provide opportunities for learning vocabulary, understanding concepts, and building communication skills.

As Krzysztof continues to engage with songs, verbal interactions, and age-appropriate activities, his language skills are likely to further develop and expand. Encouraging and supporting his language acquisition journey by providing a rich language environment and opportunities for interaction will greatly contribute to his ongoing linguistic progress.

October 24 & 25, 2022

When presented with a new collection of toys, Krzysztof promptly recognized tools such as a hammer, pliers, screwdrivers, and a chainsaw. However, there was an interesting observation in his pronunciation of the word "hammer," which he pronounced as "bum-bum." This suggests that while Krzysztof is capable of imitating words, he has not yet fully mastered the ability to pronounce them accurately. It is common for young children to make pronunciation errors as they are still in the process of refining their speech skills.

The following day, the mother imitated Ms. Rachel and sang the "Johnny Johnny, Yes Papa" song to Krzysztof, but without the background music playing. Krzysztof responded by singing back phrases such as "Yes Papa," "No Papa," and "Ha, ha, ha" when his mother repeatedly sang the line "Open your mouth."

Krzysztof's ability to imitate and respond to the song's lyrics demonstrates his growing language skills and his understanding of the meaning behind the words. He is showing an emerging ability to engage in back-and-forth vocal exchanges and imitate melodies and phrases from songs.

It is important to note that during early language development, children often rely on imitation and repetition as they learn to produce and comprehend speech. As Krzysztof continues to be exposed to language-rich environments and engages in interactive activities, his speech accuracy and language skills are likely to further develop over time.

October 26, 2022

Krzysztof's ability to vocalize specific words such as "umbrella," "bra (women's undergarment)," and "nanana (banana)" represents a significant milestone in his language development. It demonstrates his expanding vocabulary and his growing ability to articulate specific words. By uttering these words, Krzysztof is displaying his comprehension of language and his ability to associate sounds with

their corresponding meanings. It is an exciting indication that he is actively acquiring and integrating new words into his communication repertoire.

As Krzysztof continues to grow and learn, it is expected that his vocabulary will continue to expand, and his pronunciation skills will further develop. Encouraging and supporting his language development through meaningful interactions, exposure to language-rich environments, and continued opportunities for communication will aid his progress.

It's important to note that every child develops at their own pace, and language acquisition is a gradual process. Celebrating Krzysztof's achievements and providing a supportive and nurturing environment will contribute to his ongoing language development.

October 27, 2022 (Krzysztof is exactly 16-month-old)

Krzysztof's use of a hand gesture to communicate that he had soiled his diaper and his attempt to open the cabinet for a new diaper demonstrates his developing ability to express his needs and problem-solve. Nonverbal communication, such as hand gestures, can be an effective way for young children to convey their messages when they are still acquiring language skills.

By using the specific hand gesture, Krzysztof indicated his awareness of the situation and his desire for a clean diaper. This showcases his growing understanding of cause and effect, as well as his increasing independence in addressing his own needs. It is an encouraging sign of his cognitive and motor development.

In response to Krzysztof's nonverbal communication, it would be beneficial for the caregiver to acknowledge and support his efforts by providing assistance in obtaining a new diaper. This encourages the child's autonomy and reinforces the connection between his gestures and the fulfillment of his needs.

November 2, 2022

By watching the video, Krzysztof was able to see a large bus and hear the sounds associated with it, which helped him make a connection between the word "bus" and the actual object. Furthermore, Krzysztof's counting skills were enhanced by using his finger as a means of tactile and visual representation while listening to the video. This approach likely engaged multiple senses and facilitated a better understanding of the concept of counting. By associating numbers with the movements of his finger, Krzysztof began to develop a foundational understanding of numerical sequencing and quantity.

These experiences of learning the word "bus" and practicing counting with his finger not only contribute to Krzysztof's language and cognitive development but also foster his overall learning and curiosity. By exploring the world through videos and incorporating interactive elements like finger counting, Krzysztof is actively engaging in the learning process and building important foundational skills that will serve him thrives in his growth and learning journey.

November 6, 2022

To assess Krzysztof's memory, his mother quizzed him on sign language and hand gestures for various animals, such as a mouse, lion, and fish. Additionally, she asked him to demonstrate the sign language for "hands" and "car." In addition to testing his knowledge of animal signs, Krzysztof's mother also asked him to demonstrate the sign language for "hands" and "car." This exercise further reinforces his understanding of sign language and allows him to practice expressing these concepts through gestures. By engaging in this interactive and hands-on approach, Krzysztof is actively using his memory and cognitive skills to recall and demonstrate the appropriate signs.

These activities not only make learning enjoyable but also provide an opportunity for parent-child bonding and communication. By actively engaging in memory-testing activities, Krzysztof's mother is supporting his cognitive development and fostering his ability to retain and recall information.

November 7, 2022

Krzysztof's mother adapted the song "If You're Happy and You Know It," based on Ms. Rachel's version. In this modified version, his mother incorporated actions that required Krzysztof to point to different body parts such as the ear, nose, eye, tongue, elbow, and hair. This activity served as a fun way for Krzysztof to review and reinforce his knowledge of body parts. Additionally, during this review time, Krzysztof's mother also revisited the sign language for various animals, including the lion, rabbit, mouse, elephant, monkey, and duck. These signs were likely featured in one of Ms. Rachel's songs, which provided an interactive and engaging way for Krzysztof to learn and remember the signs associated with these animals.

By incorporating music and interactive gestures, Krzysztof's mother created an enjoyable learning experience. This approach not only helps Krzysztof remember and practice body parts and sign language but also stimulates his cognitive abilities, coordination, and language skills.

November 13, 2022

Krzysztof acquired knowledge of sign language for expressions such as "thank you," "more," "please," "sorry," "apple," "milk," "cookies," and "car." He received instruction in sign language from Ms. Rachel, who played a role in his learning process. He has expanded his communication skills and made it possible to effectively convey these concepts using sign language. He received instruction in sign language from Ms. Rachel, who played a significant role in his learning journey. On that very day, Krzysztof's mother had the joy of hearing him utter words such as "bag," "girl," "baba" (meaning "go down" in English), "bear," "ball," "monkey," and "umbrella."

Ms. Rachel likely provided guidance, support, and education, allowing Krzysztof to acquire the necessary skills to communicate using sign language effectively. This newfound knowledge could have various benefits, such as enhancing Krzysztof's ability to communicate with individuals who are deaf or hard of hearing, fostering inclusivity, and enabling him to engage more meaningfully in sign language-based interactions.

November 20, 2022

Krzysztof's mother utilized books as a teaching tool to familiarize him with various types of fruits. As a result, Krzysztof developed the ability to accurately identify and point out different fruits. Additionally, he used sign language to express his hunger, effectively communicating his need for food. Likewise, Krzysztof also utilized sign language to convey his hunger. Using sign language allowed him to express his feelings and needs effectively, indicating to others that he was in need of food. This demonstrates his development of communication skills beyond verbal language, enabling him to express himself using gestures and signs.

This combination of book-based learning and the use of sign language not only enhanced Krzysztof's knowledge of fruits but also expanded his ability to communicate and express his needs in a more comprehensive manner. It showcases the effectiveness of incorporating different teaching methods to promote holistic learning and communication skills development in children.

November 25, 2022

With the help of books, Krzysztof successfully recognized and vocalized words such as "red car," "ant," "bear," "door," "xylophone," "umbrella," "goat," "ball," and "bus." He also demonstrated the ability to identify colors like yellow, blue, and green. Additionally, he delightedly showcased his proficiency by clapping his

hands, indicating his remarkable progress. In addition to his language and color recognition skills, Krzysztof expressed his excitement and satisfaction by clapping his hands. This gesture serves as a nonverbal indication of his enthusiasm and pride in his accomplishments. It suggests that he is not only developing his language skills but also gaining confidence and joy in his ability to learn and express himself.

Overall, Krzysztof's engagement with books has facilitated his language development, color recognition, and emotional expression. It's a testament to the benefits of early exposure to literature and the positive impact it can have on a child's cognitive and emotional growth.

Present

Krzysztof has expanded his vocabulary to encompass approximately 500 words, which includes phrases. He is now capable of communicating using complete sentences. Additionally, he assists us in comprehending his messages through the utilization of sign language and hand gestures. In addition to spoken language, Krzysztof has also mastered the use of sign language and hand gestures. These nonverbal forms of communication serve as essential tools for him to enhance his message transmission. By incorporating sign language and hand gestures, he can convey meaning, emotions, and intentions more effectively, ensuring that he is understood and enabling others to better comprehend his messages.

Overall, Krzysztof's linguistic progress, coupled with his mastery of sign language and hand gestures, has greatly improved his ability to communicate and connect with others. His dedication and skill in these areas are impressive, and he continues to enhance his communication skills with each passing day.

4. Conclusions

This case study emphasizes that Ms. Rachel's educational video is an example of a learning material offers a comprehensive and engaging approach to language and communication skill development. Through structured lessons, visual aids, interactive exercises, real-life examples, and convenient accessibility, these videos support learners like Krzysztof in acquiring and honing their language abilities, ultimately empowering them to become more effective and confident communicators.

In conclusion, according to Yükselir & Kömür (2017), it comes as no surprise that video is considered one of the most effective and essential resources for students

to apply their knowledge using different methods and enhance their language learning in all four skills. According to Canning-Wilson (2000), video is a means of communication that doesn't necessarily rely on language, as meaning can often be conveyed through gestures, eye contact, and facial expressions. Hence, it is an undeniable reality that a diverse array of resources empowers learners to engage in communicative scenarios through the prompt, direct, and accessible utilization of audio-visual tools. As a result, these learners are afforded the opportunity to place the language they have acquired into a meaningful context. In essence, they can observe and listen to the speakers' dialogues, gaining insights into their ages, genders, potential relationships, social lifestyles, statuses, activities, and even their emotions and sentiments (Yükselir & Kömür, 2017).

Acknowledgements

The researchers would like to express their gratitude to Krzysztof's family for providing them with the required data and for dedicating their time during the observation.

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