A Content Analysis of Lesson Starters in English Language YouTube Videos

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Abstract
This content analysis examines the use of lesson starters in English-language instructional videos on YouTube. Lesson starters, known as icebreakers or warm-up activities, are commonly used to engage learners, create a positive atmosphere, and introduce new topics. This study aims to identify the types of lesson starters used and their effectiveness in engaging learners in English-language learning. The main research question is what is the impact of incorporating effective lesson starters in English-language instructional videos? A thorough review of a sample of English language YouTube videos covering various topics and targeting different proficiency levels will be conducted. The study adopts qualitative and quantitative content analysis to show the effectiveness of lesson starters. The findings will shed light on the prevalence of different lesson starters used in these videos and provide insights into their impact on learners’ engagement and motivation. This research contributes to developing pedagogical practices and resources that enhance the English language learning experience through effective lesson starters, and it can serve as a foundation for further research because of the lack of research in this area.

Keywords: content analysis, lesson starters, English, language, YouTube videos

Introduction

English YouTube videos are a popular and convenient way for many English learners to improve their language skills. Effective lesson starters help viewers focus more because they often have a short attention span and limited time. Lesson starters play a crucial role as the introductory step in engaging learners (Thai & Nguyen, 2022) and setting a positive tone for English language learning for a successful teaching and learning process (Ponce et al, 2020). With the increasing popularity of YouTube as an educational platform, it is essential to analyze the types of lesson starters used in English YouTube videos and their effectiveness in promoting learner engagement. This study assesses the effectiveness of influential lesson starters in English YouTube videos and their impact on learner engagement. There aren't many studies examining the efficacy of various lesson starters used in English language YouTube videos, despite the fact that previous research acknowledges the detrimental impact of poorly constructed lesson starters on student motivation and engagement. Additionally, English-language teaching YouTube videos use various techniques to get more views, likes, subscribers, and comments. Comparing the videos that start their lessons effectively with those that don’t care about the starters will be extremely helpful to find out the importance of ice-breakers and warm-up activities.

A combination of qualitative and quantitative content analysis methods is employed to ensure accurate results. Qualitative content analysis is utilized to examine the introductions of twenty YouTube videos focusing on English language learning. Meanwhile, quantitative content analysis is used to compare the viewer engagement metrics (such as views, likes, and comments) between videos that utilize effective lesson starters and those that immediately delve into the main topic without any starters. The statistical program Jeffreys’ Amazing Statistics Program JASP is used to facilitate T-Tests to determine any significant differences between the two groups of YouTube videos. By shedding light on the effectiveness of lesson starters, this study will contribute to the existing knowledge on instructional strategies in online language learning. The findings will be particularly valuable to content creators, educators, and learners who seek insights on designing engaging lesson starters and fostering learner motivation and engagement in online language learning environments.

Literature Review

Lesson Starters

Lessons follow a recognizable pattern, starting out in a particular way, moving through a number of teaching and learning activities, and coming to an end. Opening, sequencing, pacing, and closure are the four dimensions in which the structure is arranged. The teacher's methods for drawing students' attention to the lesson's learning objective make up the opening. A lesson's opening or entry, which typically lasts the first five minutes, consists of techniques the teacher employs to draw students' attention to the lesson. At the start of a lesson, it's important to draw in students and foster their curiosity (Aung & Tepsuriwong, 2017). Warm-ups and ice breakers are two types of lesson starters. Ice breakers are used at the beginning of the course or year to introduce students to each other and get to know each other. Warm-ups are used at the beginning of every lesson to engage students in the topic. Ice breakers are usually longer than warm-ups because they are used only during the first lesson to create student collaboration. The following paragraphs will clarify warm-up activities and icebreakers.

The term “warm-up” is frequently used in sports. It is the process of working out for a short time prior to an athletic event or workout. Teachers feel more confident and prepared to present
their subjects when they can see the students’ readiness in their eyes. They can’t anticipate that every student in a class will eagerly accept whatever is offered to them. People don't rush out the front door and sprint straight up the hill when they go for a run. Instead, they begin with a few minutes of brisk walking before jogging. The same goes for English classes; learners shouldn’t jump right into a lesson. Every class needs to begin with a warm-up exercise. When they enter the English class, students who spend the majority of the day speaking their native tongue frequently struggle to speak. We can, therefore, infer that switching between languages necessitates mental regulation. Warm-up exercises are necessary when teaching a language because, for some students, diving right into an English lesson is challenging. They ought to focus intently on the matter. The teacher should try his best to get the students’ attention as soon as he enters the room to get them in the mood to learn (Diril, 2015). Using warm-ups at the beginning of a lesson helps draw students’ attention to the material and encourages participation. Additionally, warm-up exercises encourage students, get their attention at the start of class, help them recall prior knowledge, and support teachers and students discuss the objectives of the lesson (Aung & Tepsuriwong, 2017). Impressive activities are used at the start of every lecture, not just the first one, particularly in English language classes, where the students are expected to speak without fear. These activities psychologically help them and relieve their anxieties.

Some techniques should be used because it can be challenging to keep students motivated throughout the entirety of the lesson. Some teachers use warm-ups to bring the students into the mode of learning, which is why they are at the beginning of a lesson. They are not always related to the subject that is taught, and most of the teachers refer to warm-ups at the beginning of the lesson (Tosun & Yildiz, 2015). Lesson plans frequently pay less attention than they should to warm-up exercises. A well-planned warm-up creates a relaxing environment, increasing motivation and students’ interest in the subject. Warm-up exercises can spark students’ prior knowledge, offer a fresh viewpoint on the subject, and stimulate each student’s curiosity. They assist students in getting into the right mindset for learning. Students are more productive in the classroom when they are properly warmed up because they can shut out the outside world and concentrate on the task at hand (Gaspar et al., 2016; Hartina, 2020). Warm-up exercises can, therefore, act as a barrier between learning and the learner’s issues, which keep them busy. Despite all the issues outside of the learning zone, students can still learn through these activities.

The phrase “break the ice,” refers to special ships called “icebreakers” that are intended to break up ice in the Arctic regions. An icebreaker also helps to clear the way for learning to occur by making the learners more comfortable and fostering conversation. By melting the rigid environment, the activity of “ice-breaking” aids students in de-stressing and relieving learning tension. In addition to removing boredom, anxiety, and fatigue, these activities foster brain development, creative thinking, group interaction, problem-solving, self-confidence, and self-concept. The ice-breaking activity helps create a successful exchange of thoughts and encourages students to participate more in conversation. In summary, icebreakers are a valuable learning activity that can improve motivation and make the learning process more effective (Astuti, 2020; Makhmudovna, 2022). If only a few minutes could have such a significant impact, why not introduce them at the start of the lecture? Even students who don’t care about learning can benefit from it.

Ice-breaking activities require students to practice speaking English as a foreign language in more enjoyable ways and get positive results. They improve relationships between teachers and learners, bridge social, economic, and cultural divides, and boost students' interest in academic
subjects. Ice breakers can manage the emotional "climate" of the classroom (Felani, 2022) as they reduce anxiety and promote positive atmosphere where students link what they know to the new knowledge without fear (Fernando & Fabian, 2024). Icebreaker fosters a lively, interactive, student-centered environment by encouraging students to ask questions. All students are engaged, given the tools to start conversations, and encouraged to build their knowledge. Although icebreakers may seem silly, they are a crucial first step in gaining student support. Without an emotional connection to their education, students will not be motivated to learn. When students don't know each other's names, it can be challenging, if not impossible, to foster feelings of trust and acceptance. It follows that Icebreaker must be used in the classroom because it can assist the teacher in motivating the students to participate in the lesson (Sari, 2023; Yeganehpour & Takaç, 2016). Numerous studies have demonstrated the amazing effects that icebreakers and warm-ups have on students.

**What Should Lesson Starters Be Like, and What Is Their Significance?**

To create effective starters, one needs to adhere to a few straightforward steps: Lesson starters, either warm-ups or ice breakers, should not be graded because students need to feel comfortable during these activities. They should be clear and simple to understand, original and inventive, give students a brief explanation of the activities’ justifications and how they relate to prior knowledge, make it interesting and entertaining, avoid making it seem like work, take into account your own and your students’ abilities, and consider technological requirements (McGrath et al., 2014). These activities help students feel comfortable, cooperative, and prepared for new situations. They can range from games, worksheets, songs, riddles, sharing activities, shouting, hand clapping, singing, body motions, humor, fairy tales, and audiovisual. Influential lesson starters can unwind students before teaching and learning begin, allowing them to enjoy their classes and interact with other students. Additionally, they help students collaborate and interact in groups. These activities allow students to focus more intently while also developing their systematic thinking and problem-solving skills. If icebreakers and warm-ups are used in the right situations at the right times, all of this can be accomplished (Abu Omar, 2019). There isn’t a specific activity that can be used as an icebreaker or warm-up; it all depends on your students’ levels and the context. It is the responsibility of the teacher to use whatever is appropriate for the students. Karpushyna et al., (2019) state "Warm-ups are precisely what the instructors need to provide a scaffold" because scaffolding is essential for the success of learners.

Warm-up exercises are essential teaching strategies from Chris’s (2014) point of view. He mentions "Warming-up activities provide many benefits for both teachers and students, such as a suitable environment for learning, a springboard into the topic or target language of the lesson". They ought to be goal-oriented, linked to linguistic goals, and utilize pertinent language. They should be simple for all students to participate in and a regular part of the lesson plan. A strong warm-up prepares students for the lesson’s target language. They should last five to ten minutes. Warm-ups help to increase receptivity, set the tone for the lesson, and introduce the topic. The value of warm-ups in language instruction can be summed up as follows: they are pedagogically important in teaching a foreign language; they help students relax and learn more effectively; they increase motivation and interest while reducing the lesson’s monotony; they encourage the use of language in novel ways; they support student concentration on learning; they facilitate freedom of motion; they support students in communicating their emotions; and they support students’ ability to get along with others (Diril, 2015). The length of these exercises varies according to how long
the lesson is overall. Five to ten minutes are sufficient for one-hour classes, but the YouTube video lessons are only five to twenty minutes long. The duration of the warm-up exercises could range from one minute to three minutes, but not more. However, in this very short time, students’ English language skills can significantly advance.

**YouTube as an Educational Tool**

The educational process has been significantly impacted by the Internet, particularly in class management. Through computers, digital cameras, and PowerPoint presentations, technology enhances teaching and learning and aids in the quick comprehension of lessons by students. Technology helps globalization because it enables students to study foreign languages online through videos. A popular social platform for teaching foreign language videos like those on YouTube—offers entertaining, quick access, and a variety of cultural content. It has been demonstrated that using YouTube videos in language classes at colleges helps students’ learning progress (Abbas & Qassim, 2020). The need for an impressive use of the Internet, including its websites and applications, is growing. The learning and teaching processes are positively impacted by using the Internet in education, especially in classroom settings. For teachers who are interested in using technology in the classroom, using YouTube videos is helpful and advantageous. YouTube is regarded as a desirable social medium that advances global education. Instructors are increasingly using YouTube to impart English language instruction. Numerous studies have attempted to clarify the crucial role that YouTube videos play in classroom instruction and learning (Almurashi, 2016). Since every student has a unique set of intelligences, using YouTube videos can be beneficial for all students. These videos incorporate audio, visuals, music, and other elements.

YouTube has emerged as a valuable platform for disseminating educational content, including English language instruction. Three former PayPal employees founded the YouTube website in February 2005. The website’s main function is to allow users to upload, watch, and share brief videos. The website quickly gained popularity and had a large subscriber base. YouTube is very appealing and aids in global education. Education professionals are using it more frequently to impart the English language. It offers quick and enjoyable access to videos and lessons focused on languages and cultures from around the world (Alhamami, 2017). One of the most widely used video-sharing websites worldwide is YouTube. According to data provided by YouTube in 2020, 2 billion registered users visit the site each month, and 1 billion hours of video are watched there every day (Cihangir & Çoklar, 2021). YouTube is a fantastic resource for a variety of educational endeavors, despite issues with copyright infringement and obscenity standards frequently making the website contentious. However, the vast array of diverse content and its organic community interaction make YouTube a tremendous resource (Watkins & Wilkins, 2011).

YouTube is changing the learning ecology by imposing new demands on learning. The official YouTube website, http://www.YouTube.com/, publishes astounding statistics about YouTube usage around the world each year. YouTube is localized in 43 countries and 60 languages, and it has received more than 1 trillion views or roughly 140 views for each person on the planet. Every week, 100 million users engage in social actions on YouTube (likes, shares, comments, etc.). Many language teachers have begun to use the website to teach various languages by uploading language learning videos due to its popularity, free availability, and ease of use (Alhamami, 2017). Significant findings from a growing body of research support the use of
YouTube videos in the classroom. Videos are a very effective learning tool, especially for introductory courses, because they can help students understand challenging concepts and draw in visual learners and students with learning disabilities. Additionally, studies have looked into how YouTube affects self-directed learning (Kabooha & Elyas, 2018). The use of lesson starters in English-language lessons can be explored through these YouTube videos. The significance of effective lesson starters for language learners will be highlighted throughout the following sections, using YouTube videos as the primary source of data.

**Methodology**

The main aim of the study is to find out the importance of effective starters or warm-ups in English language teaching YouTube videos. YouTube has emerged as a valuable platform for disseminating educational content, including English language instruction. Channels like English with Lucy, POC English, English with Greg, English with Bob the Canadian, and English with Adam, et al. provide a variety of instructional videos suitable for different proficiency levels.

**Research Procedure**

The research procedure involves selecting videos from various teachers' YouTube channels. From each channel, the most recently uploaded video was chosen. These videos are then carefully categorized into two distinct groups based on their content. The first group consists of videos that utilize effective starters, engaging and well-structured introductions to the topic at hand. On the other hand, the second group comprises videos that do not use starters, lacking this initial attention-grabbing element. This careful categorization allows for comparing and analyzing the effectiveness of using starters in educational videos.

**Research Instruments**

Content analysis is used for the analysis of data, both qualitative and quantitative. Written, verbal, or visual documentation can be systematically analyzed using the method of content analysis, which dates back to the 1950s. By dividing up the content into conceptual chunks, which are then coded or named, it can be analyzed. Conceptual analysis and relational analysis are the two categories of content analysis. Essentially, what was described above applies to conceptual analysis: the content is coded for specific words, concepts, or themes, and the analyst concludes the patterns that appear. By examining the connections between the concepts and themes that emerge from the analyzed text, relational analysis expands on conceptual analysis (Wilson, 2011). So, the study uses an eclectic method. The use of qualitative and quantitative content analysis methods strengthens the study by allowing for a comprehensive evaluation of lesson starters. The qualitative analysis provides detailed insights into the starting segments of the YouTube videos. In contrast, the quantitative analysis compares viewer engagement metrics (views, likes, and comments) between videos with effective lesson starters and those without. For the quantitative content analysis, spreadsheets of the number of views, likes, and comments have been imported into the JASP statistics program. The use of a statistical program, JASP, further enhances the rigor of the study by conducting T-tests to determine the significance of any differences between the two groups of videos.
Results

Results of Qualitative Content Analysis

The channels of the chosen videos are shown in the following graph (figure 1.) as the data for the study. The teachers' YouTube channels were used to gather the information. The 7.78 million-subscriber "Linguamarina" channel is run by Russian-American teacher Marina Mogilko. Bob is a teacher of English in Canada who has 1.48 million subscribers. An American teacher named Vanessa runs the 5.21 million subscribers "English with Vanessa" channel. With 4.6 million subscribers, English with Ronnie is run by Canadian educator Ronnie. Keith O'Hare, who also owns Keith Speaking Academy, runs "English Speaking Success." He has 2.74 million subscribers and is a British teacher. Maddy is an Italian English language teacher on YouTube with 1.67 million subscribers. Katharine, a British teacher with 69.4K subscribers, runs the YouTube channel English with Katharine. Tiffani, an American teacher, is the host of the 2.28 million subscribers to Speak English with Tiffani. Greg, a British teacher with the English with Greg YouTube channel, has 424K subscribers. With 9.64 million subscribers on YouTube, Lucy is a British teacher. 924K people subscribe to "English Like a Native." The channel is run by British teacher Anna Tyrie. The 814 K-subscriber channel "Lingosteve" is run by Canadian polyglot Steve Kaufmann. American English is taught on the "Interactive English YouTube channel," which has 762K subscribers. "Go Natural English" has 2.27 million subscribers, and it teaches American English. Anna runs the "English Fluency Journey" YouTube channel. She uses American English, and there are 1.41 million subscribers to the channel. "English lessons from Adam" 3.34 million people subscribed to the website run by Canadian teacher Adam. An American YouTube channel called "English for Everyone" has 264K subscribers, run by Liz and Kevin. Run by Dinara, "Easy English with Dinara" has 1.17K subscribers. American English is taught to Stiffany's 952 K-subscribers. "English Coach." Liz, a British teacher with 69.6K subscribers, runs "English with Liz."

Figure 1. YouTube channels of the selected videos
The first group of videos that have effective starters consists of ten videos. Let us know something about the types of starters that are used:

1. “You must know this to get perfect pronunciation” is the first video that lasts for 10 to 20 minutes. The teacher introduces herself before attempting to relate the subject to her English-learning journey. As motivation for the students, she uses one of her earliest YouTube videos. She engages the students and motivates them by using her story as a warm-up. It lasts for one and a half minutes.

2. “How to Talk About Obligations in English” lasts for 6:44 minutes. The lesson starts with some philosophical statements from the teacher. The statements are related to the topic of the lesson. It lasts for thirty seconds, and then he talks about what the lesson is going to be about. He is sitting in a natural setting with trees and plants behind him. It is an excellent starter that connects the topic and the learners.

3. “Do you know these everyday items?” is a 23:42-minute video. The video starts with a question and some items, like a hammer. The teacher holds the hammer and talks about the items that the learner is going to learn about. It takes twenty-six seconds, and then she moves on to the contents of the lesson. It is an extraordinary warm-up as she brings in real things and refers to them that help the learner understand easily.

4. “How you say words matters!” is 10:14 minutes long. The teacher pops up as the video starts. She plays with the tone of her voice, saying hi and hello with different tones of voice. Then she encourages the learner to use the words that they know with different voices to impress the listener. It lasts more than one minute and then starts explaining the topic. The starter is entirely related to the topic of the lesson.

5. “5 Effective English Pronunciation Hacks” 22:17 minutes. The lesson topic is introduced in the video. The teacher then shares a personal experience he had while learning French and relates it to the lesson's subject. He plays a video while speaking. A story and a video served as the opener. The starter was two minutes and twenty-two seconds.

6. “30 Must-Know Idioms for Fluent English Conversation” lasts for 19:55 minutes. The video starts with a performance by the teacher about idioms. It is a conversation between two friends. Both of the actors are the teacher himself, preparing the learners for the topic. In the conversation, one of the friends uses an idiom, but the other doesn’t understand. This created a problem in their conversation, and the solution to the problem is learning the idioms that he prepared the learners for. He makes the viewers curious about the idioms. The lesson starter is one minute, then he turns to the main content of the lesson. In one minute, he brings the learners into an amazing atmosphere of learning. It changes the learners’ perspective about learning the English language.

7. “YES, you can understand fast-spoken English” is a video that takes 14:50 minutes. The video starts with a question that asks the viewers if they can understand the teacher
while speaking English, and then she talks about some comments from the learners who ask why they can understand her but not other English speakers. She explains that the lesson will answer this question. She also talks about the free lesson PDF that they can download to read about the lesson. The starter is one minute and twenty-five seconds long. The starter is completely related to the topic, which is an amazing way to engage learners.

8. “6 Techniques to Speak Fast and Fluent English” takes 19:01 minutes. It starts with a small talk by the teacher with the learners, and then he talks about the importance of the topic. He uses his hands and makes some strange sounds to clarify what it looks like if the learners of the English language use connected speech when they speak. It lasts for about forty seconds and attracts the attention of the learners.

9. “Language for the lovely summertime!” is 15:47 minutes long. The video starts with a small talk by the teacher. She talks about the weather and the summer season. After that, she relates her talk about the summer to the lesson topic. It’s an amazing starter that encourages the learners to be interested in learning more. It lasts for forty-five seconds, and then she moves on to the main content of the lesson.

10. “20 Proven Techniques for Boosting Your English Speaking Skills” lasts for 34:43 minutes. The teacher introduces herself and gives a brief introduction at the beginning of the video. She then begins by outlining the lesson. She poses a query while encouraging the learner by clipping her hands. It lasts for about 18 seconds.

The second group of videos consisted of ten videos that didn’t use warm-up activities:

1. “Advanced Phrases to Build Your Vocabulary & Speak English Like a Native” is 11:12 minutes long. The lesson's topics are covered in the opening of the video. The teacher simply states the learning objectives without introducing any useful warm-up exercises.

2. “How to Improve Your Speaking” lasts for 7:37 minutes. The video starts with the main content of the topic without any introductions or warm-ups.

3. “Advanced Phrases to Supercharge Your Vocabulary” is 17:03 minutes. The video starts with the plan of the lesson and what the learners learn from the lesson without any effective warm-up activities.

4. “5 Ways to Improve Your English in 5 Minutes” lasts for 4:21 minutes. The teacher starts the lesson by saying hello and directly goes into the learning objectives.

5. “The 3rd Conditional/Examples & Practice English Gramma” takes 8:25 minutes. The video starts with the learning objective of the lesson. Nothing special as a starter.

6. “Important Vocabulary” is 18:03 minutes long. The video starts directly with what the learner will learn after watching the video.

7. “Learn English Vocabulary: Buying a Car” lasts for 25:03 minutes and directly moves on to the learning objectives.
8. “Speak English/Speaking Practice for Beginners” takes 5:58 minutes. The teacher starts with a lesson plan and introduces herself.

9. “Learn Fast, Connected Speech with Friends” is 31:36 minutes long. The teacher introduces herself and goes directly into the lesson.


Results of Quantitative Content Analysis

T-Test Results of the Number of Views

Table 1. presents the results of the T-Test for the difference between the numbers of views for the two groups of videos. There is a big difference between the two groups; the p-value is 0.006 in the first type of test, which is the student test, and 0.010 in the Welch test. According to the student test, the difference is 18.000, but according to Welch, the difference is 10.1444. A p-value of 0.006 for a student t-test suggests strong evidence against the null hypothesis. The result indicates that there is a significant difference between the groups being compared. Similarly, a p-value of 0.010 for the Welch t-test indicates strong evidence against the null hypothesis. Thus, it suggests a significant difference between the groups being compared.

<table>
<thead>
<tr>
<th>Test</th>
<th>Statistic</th>
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<th>p</th>
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<tbody>
<tr>
<td>Score</td>
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<tr>
<td></td>
<td>Welch</td>
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Note. For all tests, the alternative hypothesis specifies that group one is greater than group two.

Table 2. shows descriptive statistics of the mean and standard deviation of the number of views in the two groups. The number of videos is 10 for each group. The mean values of the two groups have been compared. The value of 49.631 represents the standard deviation for one group, and the value of 12.540 represents the standard deviation for the other group. The mean for the first group is 60.387, and the mean for the second group is 15.763. There is a big difference between the means or the given values, a coefficient of variation of 0.822 represents a relative variability of 82.2%, and a coefficient of variation of 0.796 represents a relative variability of 79.6%. In practical terms, a higher coefficient of variation indicates a higher degree of dispersion or variability in the dataset compared to its mean. Conversely, a lower coefficient of variation suggests less variability relative to the mean.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>Coefficient of variation</th>
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<td>Score</td>
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<td></td>
<td>2</td>
<td>10</td>
<td>15.763</td>
<td>12.540</td>
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Figure 2. is the bar plot of the two groups. It clearly shows the big difference between the two groups. The mean of the first group is more than 60 K, while for the second group, the mean is much lower, near 16 K. It means that most of the videos in the first group have 60000 views, while most of the second group videos have near to 16000 views. The difference is huge.

![Bar plot](image)

**Figure 2. Differences in the number of views in Ks**

**T-Test Results of the Number of Likes**

Table 3. presents the results of the T-Test for the difference between the numbers of views of the two groups of videos. There is a big difference between the two groups; the p-value is 0.007 in the first type of test, the student test, and 0.010 in the Welch test. According to the student test, the difference is 18.000, but according to Welch, the difference is 10.879. A p-value of 0.007 for a student t-test suggests that there is strong evidence against the null hypothesis. The result suggests a significant difference between the groups being compared. Similarly, a p-value of 0.010 for the Welch t-test also indicates strong evidence against the null hypothesis.

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<tr>
<td></td>
<td>Welch</td>
<td>2.734</td>
<td>10.879</td>
</tr>
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</table>

Note. For all tests, the alternative hypothesis specifies that group one is greater than group two.

Table 4. is a descriptive statistic of the mean and standard deviation of the two groups. The number of videos is 10 for each group. The mean values of the two groups are compared. The value of 2.750 represents the standard deviation for one group, and the value of 0.893 represents the standard deviation for the other group. The mean for the first group is 3.550, and for the second group, it is 1.050. There is a big difference between the means or the given values; a coefficient of variation of 0.775 represents a relative variability of 77.5%, and a coefficient of variation of 0.851 represents...
represents a relative variability of 85.1%. In practical terms, a higher coefficient of variation indicates a higher degree of dispersion or variability in the dataset compared to its mean. Conversely, a lower coefficient of variation suggests less variability relative to the mean.

Table 4. *Descriptive statistics for the number of likes*

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Figure 3. is a bar plot of the two groups. It clearly shows a big difference between the two groups. The mean of the first group is more than 3.550 K, while for the second group, the mean is much lower, which is 1.050 K. It means that most of the videos in the first group have 3500 likes, while most of the second group videos have 1000 likes. There is a big difference between the numbers of likes.

![Bar plot of the number of likes](image)

Figure 3. Bar plots of the number of likes

**T-Test Results of the “Comments” Number on the Videos**

Table 5. presents the results of the T-Test for the difference between the number of views of the two groups of videos. There is a big difference between the two groups; the p-value is 0.005 in the first type of test, the student test, and 0.007 in the Welch test. According to the student test, the difference is 18.000, but according to Welch, the difference is 11.848. A p-value of 0.006 for a student t-test suggests that there is strong evidence against the null hypothesis. The result suggests a significant difference between the groups being compared. Similarly, a p-value of 0.010 for the Welch t-test also indicates strong evidence against the null hypothesis.

Table 5. *Independent T-Test of “Comments” Number*

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<td></td>
<td>Welch</td>
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</table>

Note. For all tests, the alternative hypothesis specifies that group one is greater than group two.
Table 6. shows descriptive statistics of the mean and standard deviation of the two groups. The number of videos is 10 for each group. The mean values of the two groups are compared. The value of 150.096 represents the standard deviation for one group, and the value of 60.487 represents the standard deviation for the other group. The mean for the first group is 210.500, and for the second group, it is 64.700. There is a big difference between the means or the given values; a coefficient of variation of 0.713 represents a relative variability of 71.3%, and a coefficient of variation of 0.935 represents a relative variability of 93.5%. In practical terms, a higher coefficient of variation indicates a higher degree of dispersion or variability in the dataset compared to its mean. Conversely, a lower coefficient of variation suggests less variability relative to the mean.

Figure 4. is the bar plot of the two groups. It clearly shows the big difference between the two groups. The mean of the first group is more than 210, while for the second group, the mean is much lower, which is more than 64 comments. So, the difference is huge.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>Coefficient of variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>10</td>
<td>210.500</td>
<td>150.096</td>
<td>47.464</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>64.700</td>
<td>60.487</td>
<td>19.128</td>
</tr>
</tbody>
</table>

*Figure 4. Bar plot of the number of comments*

**Discussion**

The study aims to discover the effectiveness of icebreakers or warm-up activities on students’ engagement in English-language YouTube videos. To know the impact of lesson starters on students’ involvement in English language lessons, the number of views, likes, and comments on 20 videos has been recorded. They have been categorized into two groups; one group uses effective lesson starters. And the other group doesn’t use lesson starters or warm-ups. The number of views likes, and comments of the two groups have been compared using T-Test statistics to find out the effect of warm-ups on English language learners.
The means of the number of views, likes, and comments (60.387 K, 3.550 K, 210.500) for the group that used warm-ups were much higher than those (15.763 K, 1.050 K, 64.700) of the second group that didn’t use warm-ups. Fantastic warm-up activities were included at the beginning of the videos, and as a result, they received more views, likes, and comments from viewers. The T-Tests’ p-values were extremely high because they were significantly less than 0.5 (0.006, 0.007, 0.005). The incredible difference between the two groups regarding the number of views, likes, and comments ensures the great influence of effective lesson starters or warm-up activities. This supports Diril’s (2015) results that warm-ups increase motivation and interest; encourage the use of language in novel ways; and support student concentration on learning.

The first group of videos that used amazing warm-up activities attracted the learners’ attention to watch, like, and comment. They used stories, personal experiences, short videos, performances, objects, nature, questions, chit-chats, music, pop-ups, and body movements as warm-ups that the learners enjoyed while watching. Abu Omar (2019) confirms that games, worksheets, songs, riddles, sharing activities, shouting, hand clapping, singing, body motions, humor, fairy tales, and audiovisuals help students feel comfortable, cooperative, and prepared for new situations. With effective lesson starters, students get the chance to focus more intently while also developing their systematic thinking and problem-solving skills.

The first group of videos starts in a way that catches the attention of the viewers, as can be seen in the results of the T-Test. Some of the starters are even less than one minute, but they made a significant impact on learners. All the videos use warm-ups and icebreakers at the beginning of the lesson to keep students motivated throughout the lesson. This is also proved by Tosun and Yildiz (2015), who found that warm-ups can be used as a technique to motivate students. Some educators use warm-ups to bring the students into the mode of learning, and most of the educators refer to warm-ups at the beginning of the lesson.

Conclusion

The results of this study demonstrate that incorporating effective lesson starters (warm-ups and icebreakers) at the beginning of videos has a significant impact on the number of ‘views,’ ‘likes,’ and ‘comments’ received. The first group, which utilized engaging warm-up activities, received much higher levels of engagement compared to the second group which did not use warm-ups. The means of the number of ‘views,’ ‘likes,’ and ‘comments’ for the group using warm-ups were found to be significantly higher than those of the second group. The T-tests revealed low p-values, indicating a highly significant difference in viewer engagement. This reinforces the findings of previous research that suggests warm-ups increase motivation, interest, and language usage in novel ways, as well as supporting student concentration on learning. Additionally, the use of diverse warm-up activities and icebreakers such as stories, personal experiences, videos, and body movements proved to be effective in attracting learners’ attention and creating an enjoyable learning experience. Overall, the findings highlight the importance of incorporating effective
lesson starters or warm-up activities in educational videos to enhance student engagement and learning outcomes.

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