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Framing language behaviour: The role of YouTube in early childhood learning

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Abstract

The main focus of this study is YouTube's control over young learners' language behavior. This study aims to identify a form of YouTube language that is particularly discordant with the cultural identity of Indonesians and to investigate its impact on the language usage patterns of high school students. This research produced a formula describing how YouTube's language dominates and affects young English learners' language behavior. This research employs two theoretical frameworks. The first framework is Gramsci's theory of Hegemony, which examines the existence of power relations. The second is framing theory, which delineates the technical aspects of hegemonic framing in YouTube content intended for young learners. This study used qualitative, descriptive, and phenomenological approaches. We gathered data on these phenomena by delivering a questionnaire to parents. We also conducted interviews with school teachers and kindergarten students who were the focus of the study. This research aims to find out how this YouTube Hegemony is framing young English learners' language behavior. The research outcomes showed that almost every parent who participated admitted that their children's English language behavior is significantly influenced by YouTube language. The language used on YouTube can potentially dominate young English learners' language skills, thus, over time, leading to young learners developing language abilities that relate to the content they see.

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Introduction

The topic of alterations in children's language behaviour caused by social media in Indonesia is growing. Additionally, YouTube's social networking content is often untargeted, which can be problematic if users are unaware that the information they see is unworthy (Omar et al., 2020) because some issues with numerous explicit content warnings often appear in an inappropriate manner. In order to ensure that the worldwide community

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embraces the advantages of the diverse range of content on YouTube, it is necessary to implement specific filters. However, no formula which can prevent explicit content has been available to optimize YouTube, particularly for young children (Neumann & Herodotou, 2020).

The research is urgent for several reasons: First, the content on YouTube in Indonesia does not align with the government's efforts to shape the country's character. Second, there is a noticeable shift in English-speaking behavior that deviates from the standards of proper language usage. Third, there is a concerning change in the English-speaking behavior of children, mainly observed in kindergarten in Indonesia, who misuse English for their age, due to the absence of stringent regulations regarding language usage, and also, the mechanisms to prevent the consumption of inappropriate language by young learners.

In 2016, over the previous two decades, new platforms and social media have been introduced into children's media diets. However, most parents indicate that their children watch television for two or more hours every day. The drop in TV viewing could be attributed to parents limiting screen time or utilizing other platforms. Young children's access to mobile devices has also expanded dramatically, rising from 38 percent in 2011 to 75 percent in 2013. Although the digital gap persists, the majority of young children seen by pediatric healthcare practitioners will have used or been exposed to mobile devices (Farahsani et al., 2020). Stoica (2019)'s research highlights that social media, particularly YouTube, is the most advanced platform for providing suggestions to users in today's media landscape. YouTube showcases the fluctuating levels of popularity that can be leveraged to engage in worldwide social interactions. The pervasive impact of technology on various aspects of life has a significant role in changing individuals' knowledge and character across different domains, and of course requires supervision and guidance (Purwanti & Suryaman, 2023). On a separate occasion, Widiantari (2023) successfully proposed that YouTube may be a viable educational option for young children. Individuals can develop their language skills autonomously by employing effective strategies and carefully selecting appropriate material. Utilizing YouTube as a tool for learning English may influence the desire of young children in early life to prioritize language acquisition.

This research simultaneously combines three theories: hegemony theory, framing, and language behavior. These concepts are used to explore how the technical framing of language on YouTube impacts the language behavior of early childhood learners. All of the theories presented serve specific functions in explaining how YouTube's language framing dominates early learners.

This research diverges from earlier studies as it specifically examines how early-age viewers of YouTube shape their English-speaking behavior and the mechanisms behind this framing theory. From the previous explanation, this study tries to describe YouTube's hegemony to the young English language behavior.

Literature Review

Hegemony

Hegemony refers to the act of exerting dominance or influence. The researcher employs this term to indicate underage Indonesian YouTube viewers who adopt and integrate the slang words and languages used on YouTube into their daily lives. The concept of hegemony originated in Antonio Gramsci's writings when he was imprisoned during Mussolini's fascist regime in Italy (Patria, 1999; Udasmoro & Rahmawati, n.d.). Gramsci redefined the term as a notion of control that compelled the subordinate parties not only to comply with the dominant group but also to internalize the principles and norms established by the ruling party and willingly embrace their subordination (Arifin, 2021; Williams, 2022). The critical term shown by this hegemony is consensus, which is the foundation of hegemony theory, as it is through consensus that the subordinate class is encouraged and motivated to actively participate in upholding the authority of power (Purwanti & Suryaman, 2023). Moreover, in the event of a consensus, the parties being governed willingly accept their subordinate position and even take measures to continue the vigilance of the consensus. Suppose the subordinate class actively engages in upholding the social order. In that case, the ruling class will continue to hold power, acknowledge its status as the ruling class, and be considered deserving of its position of authority (Mohan & Punathambekar, 2019).

Hegemony is a concept that refers to collective consciousness. This consciousness is employed to advocate for subordinated classes, commonly referred to as "subalterns," through a historical bloc that is important in transmitting ideas. Hegemony's participation in the formation of a historical bloc is facilitated by the development of organic and traditional intellectuals, who are responsible for fostering awareness and igniting the spirit of change (Karima et al., 2022). Conversely, traditional intellectuals have a function comparable to organic intellectuals; however, they have not yet

acquired the sensitivity necessary to directly stimulate the consciousness of the subalterns who are the targets of hegemony.

The concept of hegemony is dominance, and because focusing on dominance, it refers to the ability of the dominating class which is YouTube as a content, and the subordinate class which is English young learners (EYL) viewers. The dominant wields authority over the varied content they own, influencing what EYL see. As a result, YouTube has the capacity to frame and control their English language behaviour. This explains why hegemony and framing are so closely linked.

On the other hand, the number of YouTube videos is increasing. This is shown by the high ratings on some YouTube sites that young learners like to watch. They are interested more in cartoon and game channels and often act like the gamers they watch. Consequently, many underage youngsters are viewing these channels without parental supervision. Regrettably, the utilization of English on YouTube falls short of being a commendable and accurate form of language. This can be observed in virtually every YouTube program, where individuals employ slang or English jargon that is frequently unsuitable or lacking in politeness for everyday communication, mainly when small children are involved. Language Behaviour

Language behaviour refers to the complex process of verbal communication involving attitudes such as speaking, naming, and reading, which require the selection of appropriate parameters based on the perceived objects or stimuli. Skinner proposed that a child mimics the language of its parents or caregivers. Successful attempts are rewarded when an adult recognizes a child's words and praises or gives them what they want (2022). In the digital era, children will explore more their language abilities from anything that approaches them, such as YouTube, as one of the media to increase children interaction. YouTube has emerged as the most popular social media platform among parents in an effort to enhance their children's language acquisition. Therefore, the children's language development is influenced or framed by the YouTube language they observe. This is a positive reinforcement in the development of children's language (Skinner, 2022). Children will possess a substantial vocabulary and comprehend the context in which it is employed, which is a form of language behavior framed by YouTube content they have watched.

Classification of YouTube's Hegemony

In 1981, Erving Goffman was the first to develop the notion of framing. He believes that the media can shape reality. Until the audience, who will be the focus of this framing, accepts already established ideas and concepts, the media retains complete control over their dissemination. The framing will be most effective if the intended topic is not yet established. Hegemony contains several key concepts that describe the classes against which Gramsci fought, including the organic intellectual, the traditional intellect, the historical block, and the subaltern. We coined these phrases to characterize the roles that unfold during the hegemonic process. Indeed, the dominant classes build hegemony on concepts of consciousness and voluntarism. Internet-based technology is the driving force behind YouTube's dominance. People think of information technology as an interactive tool with a specific purpose.

Organic Intellectual

Organic intellectual is individuals or groups who actively contribute to the creation of dominant ideas and understandings in society (Patria, 1999). People regard organic intellectuals as superior to all others, typically possessing more intelligent and influential abilities. Their perceived intelligence allows them to influence others with their words. The rulers exploit the existence of these organic peoples to subjugate the lower classes. The creator of the YouTube film serves as the intellectual in framing the YouTube language's dominance. They also incorporate language concepts into the visuals infants see and hear, thereby indirectly enhancing language awareness in early childhood, as they are the primary consumers of these images.

On the other hand, the traditional intellectual serves nearly the same purpose as the organic intellect. Although almost identical and having a shorter history, this class has the potential to become an organic intellectual and disseminate ideology to establish hegemony. In a technical sense, it conveyed concepts that its target audience, the subaltern, could comprehend and absorb.

Subaltern

The subaltern group, known as the subject of hegemony, is subservient to the governing group. This group has a relatively simple attitude and can quickly be roused by an intellectual group (Patria, 1999). Children are termed subaltern since they are a group that is subordinated to the dominating group, which is their parents. With the presence of early childhood in the reception of all the information they acquire from YouTube, children gradually embrace every viewpoint,

from YouTube shows to philosophy and language use. For English learners, the introductory language utilized in YouTube videos and consumed by young children will serve as their "model role" in language usage. Children who watch the show will also copy the characters' actions. Language is the first thing to try to copy in early life because it is one of the ways that children express themselves; thus, it will be necessary for them to learn all of the vocabulary for any term. It is good, but direct parental supervision is required to help them pick appropriate terms for their age.

Historical Blocks

Historical bloc is a political alliance that brings numerous social forces. Regarding the structuring of YouTube language, the parties that become political powers are the parents and the YouTube site itself, which work together to generate the same notion. Parents want to provide YouTube so that their children learn English, and YouTube works as facilitator to make things happen. From here, a historical block of emerging and agreed-upon concepts was constructed.

The formation of YouTube's dominant language was hampered by the historical blocks posed by the early children's audience and YouTube viewing. YouTube conveys a concept using the native language of its nation of origin. When young children incorporate these concepts into their developing minds, they perceive them as a form of communication or sensory experience that complements their cognitive processes. This leads to comprehension and validation of a particular worldview. An intellectual with a natural inclination who follows YouTube shares thoughts and concepts with a tiny infant, subtly captivating their attention.

YouTube: Framing Agenda

Within the framework of cultural Materialism, YouTube is not merely a rudimentary device that presents a fragmented and disconnected intersectional exhibition. Raymond Williams, a prominent figure in developing cultural Materialism, had a more excellent vision for television and YouTube. According to Williams, the impression should not be seen solely as a technological commodity handled like previous technological breakthroughs. It should be regarded more holistically, encompassing their technological and cultural aspects (1974).

Williams perceives television, which YouTube replaced, as a powerful agent transforming individuals' culture and attitudes (1974). The advent of YouTube has fundamentally transformed the world from its previous state. YouTube is very attuned to its impact on social transformation. Van Dijck argues that YouTube shows should be regarded as a type of "practice" rather than being recognized as a technological innovation, as the formalists would suggest. YouTube has evolved into a cultural product that has changed over time, as shows are now seen as a form of practice (2013).

The progression of YouTube as a cultural phenomenon subsequently expanded to encompass technical issues that impact society, which is sometimes referred to as the process of agenda-setting and framing. Coleman assumed that agenda-setting refers to the capacity of the mass media to shape the issues deemed significant to the public's attention. In other linguistic contexts, agenda-setting refers to the idea that the media influences the public's perception of which issues are essential through the transmission of information. It is intimately related to the public and private agenda (Coleman et al., 2009).

McCombs and Shaw contend that the media exerts a differential effect on the general populace. Their research demonstrates that the media substantially influences individuals with a heightened demand for guidance (2005). Two elements that impact the extent of the need for orientation are relevance, which refers to how pertinent the media's topics are to individuals' lives, and uncertainty, which pertains to the public's uncertainty about their opinion on the presented problems (Coleman et al., 2009).

Meanwhile, framing operates under the assumption that the media can shape a particular viewpoint or "spin" regarding the event it is transmitting. Consequently, this will influence the public's perception of the event. This framing is commonly known as the second tier of agenda-setting. McComb and Ghanem argued that framing expands the scope of agenda-setting beyond determining the topics to consider encompassing how these topics are approached and interpreted (2001). The initial section of the explanation centers around the media agenda. Once the media has presented the agenda to the public, the issue becomes a subject of public discourse (Ahmad, 2011). Framing refers to the influence of a prior stimulus on subsequent actions, and framing on YouTube lies in the language used.

Framing and language are inseparably linked. Framing is a strategy for altering viewers' perceptions while presenting information (Karima et al., 2022). Language framing on YouTube refers to how YouTube's language is used to present language impression to young language learners. The language used on YouTube progressively

and steadily plays a part in conveying information linked to words, pictures, and the context of each program. For example, Blippi offers linguistic framing connected to animal vocabulary as well as easy persuasive statements like Let's go, let's join.

Methodology

The research on YouTube framing's design hegemony employs two mutually supportive methods: the analytical descriptive and qualitative methods. Ratna (2016) states that using specific research methods is acceptable as long as they are not contradictory. Qualitative research is employed to examine phenomenological symptoms assessed via a questionnaire. The results of the phenomenological questionnaire are subsequently analyzed in greater depth through analytical descriptions about how framing technically applied. It addresses how and why rather than how many or how much (Moser & Korstjens, 2017). This qualitative method has several stages: (1) research preparation, (2) data collection, (3) data analysis, and (4) data dissemination of research findings.

Participants

Semarang City, Indonesia has hundreds of government and private kindergartens. However, this random sampling is limited to schools that follow the Integrated Islamic School Network (JSIT), because this study focuses on upper middle class households. Another reason is that JSIT has frequently partnered with the researcher over the last years. The selected school also had an excellent accreditation (A), according to the National Accreditation Board.

Data Collection

The data were collected using a questionnaire distributed to the parents of Islamic-integrated kindergarten students in Semarang. This questionnaire was designed to assess how long children interact with their mobile devices on YouTube channels, whether parents supervise their activities, how much children's language skills improve while using YouTube, and whether YouTube influences children's language behavior. Some of the questions in the questionnaires are "How long do they watch YouTube?", "What channels do they often watch?", "Do your children master some words in English?", "What is the laguage behavior of your children who ofter watch YouTube like? On the questionnaire sheet that was handed to the parents, the researcher also added a question on the parents' consent form, asking if they agreed to their child participating in this research project.

Data Analysis

The data source involves 46 respondents. Our questionnaire consists of 10 and 6 questions using the Likert scale with five options for response choices, including 1 = never, 2 = ever, 3 = seldom, 4 = often, and 5 = very often. The Likert scale is a rating scale employed to assess behaviors, attitudes, or opinions. It comprises a statement or query followed by five or seven response statements (Sholichah et al., n.d.; Winarto et al., 2024).

The data source involves 46 respondents. The questions posted were ten in total, with six of them being related to framing and the other four elucidating the extent to which YouTube influences children's language behaviour. Each respondent was assigned a code that ranged from R1 to R 46.

Results and Discussion

Each stage of this research proceeds sequentially; during the initial phase, our team visited two institutions that served as sources. The researcher accessed the data, which was the framing of YouTube's hegemony against early childhood language behavior through socializing the healthy use of technologies for young learners. In addition, the research teams issued a questionnaire to the parents and collected interview data from them to get specific information related to the data. Some of the questions posed were regarding the extent to which their children engaged with YouTube, the duration of their YouTube sessions, the channels they viewed regularly, and the extent to which the language they were exposed to through YouTube programs affected their language development. In addition to the data from interviews, the authors shared Google Forms to obtain information similar to the list of interview questions but more detailed. This information included the time children spent using HP and opening YouTube, the amount of vocabulary their children acquired from watching YouTube, and the language behavior of children who frequently watched YouTube. This questionnaire's findings are intended to substantiate the findings of previous interviews with parents. We, as researchers, are endeavoring to determine the extent to which the language they observe through

YouTube views influences their behavior in early infancy and, more importantly, the mechanism by which this hegemonic framing process occurs (Figure 1).

YouTube Hegemony to English Young Learners

Gramsci's hegemony is more commonly recognized as a political method of dominating a social system that the target object desires to dominate but is not perceived as controlled or dominated. Consensus is a critical aspect of this hegemony, as the sphere of thought determines the process of establishing hegemony. In other words, consensuses in hegemonies are endeavors to dominate and influence. This process is time-consuming and requires gradual progress; however, it significantly impacts the dominance of existing systems. This consensus process occurs in early childhood activities, where children can already spend time playing with devices or HP. Numerous parents are oblivious that it is highly probable that any content on YouTube will significantly influence or even dominate their children's behavior, particularly their speech. YouTube is classified as a technological culture in the cultural paradigm of Materialism due to its substantial impact on culture (Harris, 2001). YouTube should not be regarded as a mere viewing experience; rather, it should be regarded as a "practice." This is because the language that YouTube generates can guide the audience, particularly those in early infancy who are not under parental supervision. Harris referred to this as a cultural practice, termed "framing," impacting technical aspects of the simplest elements of society. Framing is a factor that affects the process of language domination on YouTube. Through framing, the stimulus that has undergone a lengthy process, from the viewing of YouTube videos to the continuous acquisition of information from YouTube in early childhood, leads to the children gradually but inevitably recognizing the language reality of YouTube as meaningful and organized, thereby accepting it as a fact.

Ultimately, the guidelines for children are further practiced in their daily lives because the stimulus lasts for a long time. This implies that the cognitive process of framing infants engage is a means by which they process the information they are presented with. Therefore, it is crucial to have an accompanying adult present when children watch YouTube videos, as they are reliable imitators during their youth. According to the questionnaires and interviews in picture 1 that we conducted with the parents, the average number of children who began watching YouTube at 4 was 31.8 percent, followed by 25 percent at three years old and 22.7 percent at five years old. The remaining children were two years old, 13.6 percent, and one year old, with 6.9 percent who had never watched YouTube. Adolescents viewed YouTube at an average rate of 30 minutes to 2 hours daily. As evidenced by the survey results, 47.7 percent of young children spent 30 minutes using YouTube, 22.7 percent spent 30–60 minutes, 22.7 percent spent 1–2 hours, and the remaining 22.7 percent spent more than 2 hours per day. Such demonstrates their consistent pattern of viewing YouTube. This activity will undoubtedly affect their behavioral learning of language, as the influence of early childhood routines on YouTube consumption will be significant, even when they are growing up and acquiring information. The result of the questionnaire related to the framing of YouTube's language can be seen in the chart below (Figure 2).

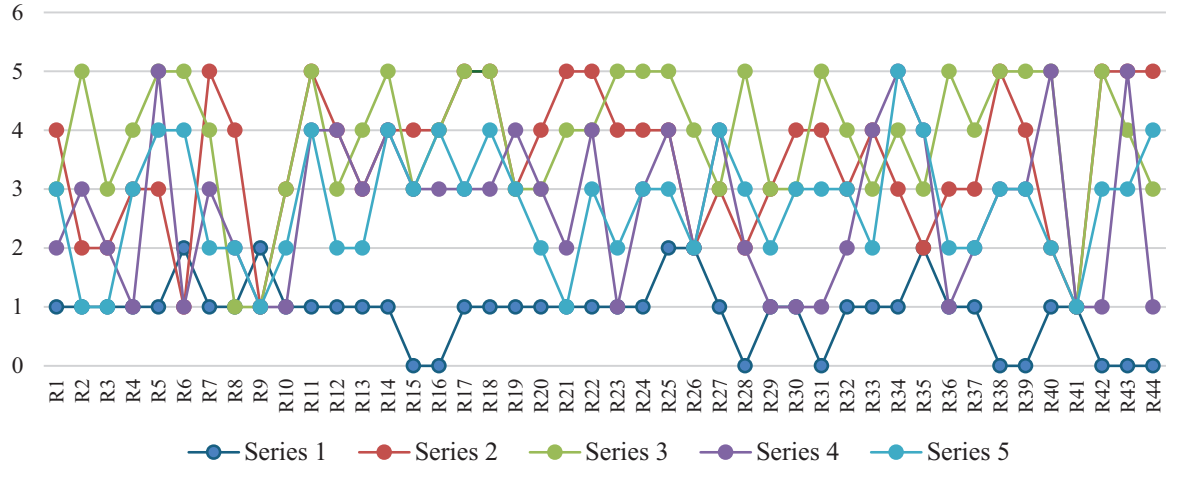


Figure 1 Young learner's interaction chart

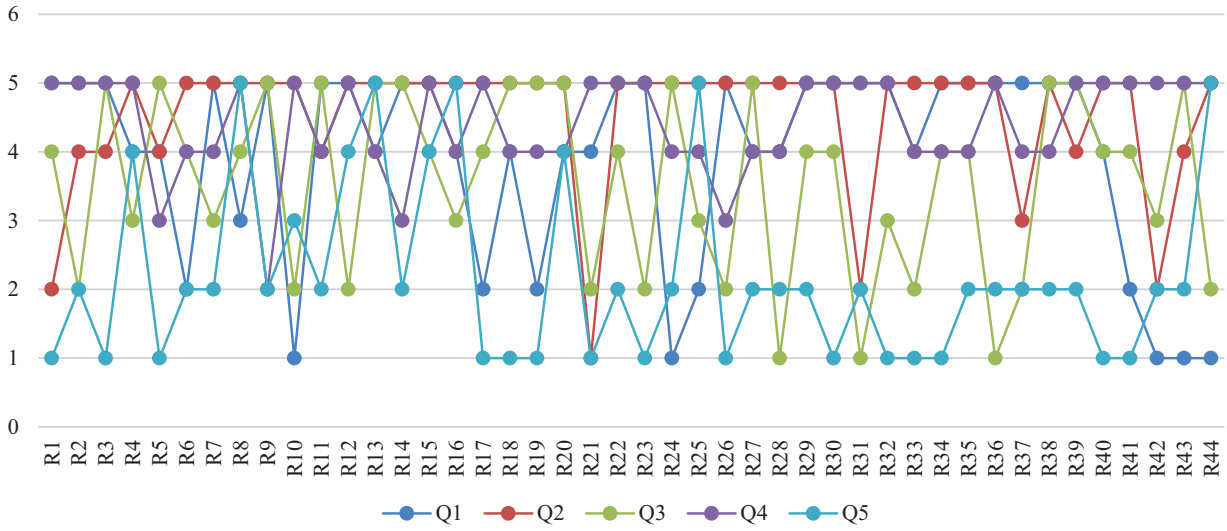


Figure 2 YouTube framing on young learners' language chart

Based on the chart, the pyramid of children's language development above demonstrates that early childhood is a period of attentiveness and listening. In this position, the infant concentrates on objects that are visually appealing and generate sounds. What is the reason for attracting early childhood attention to YouTube footage? Such comprises numerous components essential for children's learning and development, beginning with the visual and auditory components. The visual and audience elements of nearly all YouTube programs designed for children are highly appealing. In addition to promptly noticing YouTube footage that captivates their attention, early-age children strongly emphasize hearing and seeing. According to the questionnaire results, the most popular YouTube programs among children were Cocomelon (31.8%), Vlad and Niki (25%), Blippi (18.2%), Pinkfong (11.4%), and others (27.3% for other children's channels). All of them are channeled through English as their introduction. If each child views the footage for at least 30 minutes each day, they will undoubtedly become accustomed to the sound of English speakers and acquire English vocabulary. This is because they are still in the hearing phase, which allows them to absorb the information necessary for communication.

The stage of play for children is the act of hearing this while playing, as evidenced by the fact that they watch YouTube. They are indirectly influenced (hegemonized) by the queries and responses they receive from YouTube. This phase is referred to as receptive, during which children comprehend the content being conveyed, comprehend the purpose of the query and response in their viewing, and can articulate and modify the information being transmitted by their viewing. During this expressive stage, children are encouraged to engage in activities such as singing, speaking, and playing in the manner that they observe. They have long practiced daily by communicating with their parents, siblings, and peers through practices they engage in while watching YouTube footage.

The language behavior employed by YouTube shows will impact the language development of children who observe them frequently. This is referred to as framing hegemony. *Framing* is the stimulus-stimulus that suppresses hegemonia when hegemony is domination, which in turn affects the behavior that is dominated by that stimulus. It has been previously stated that framing possesses two distinct strengths: novelty and intensity. The length of time a child spends viewing YouTube indicates the intensity, while the novelty is exemplified by the diverse YouTube views that pique the curiosity of young children. These two factors facilitate the process of constructing hegemony. Language framing is achieved when the language user can ascertain the appropriate terms to use in a given context or when they can communicate using the language they have acquired through a YouTube video. The success of language users is contingent upon the material they acquire as learning material. Therefore, if their observers exhibit poor language behavior, it is inevitable that these early children will emulate this behavior as well.

Framing Mechanism to the English Young Learners

If all the class aspects in hegemony are present, the mechanism of constructing hegemony can occur. As previously mentioned, each component of these classes serves a specific purpose and fulfills a particular duty. The class comprises organic intellectuals, traditional intellectuals, subalterns, and historical units.

In forming a child's language behavior through YouTube language, the term "framing" has developed into a concept and theory. This implies that the introductory language of all YouTube shows plays a role in framing and influencing the language behavior of the child watching. Activity during early childhood is exceedingly rapid due to the brain's blossoming. If individuals spend at least 30 minutes each day watching YouTube footage, they can retain nearly all of the vocabulary they hear and observe from their perspective. The behavior of their language learners will be influenced by the fact that the four YouTube channels they frequently observe introduce the English language. Their mother dialect, which may be either Javanese or Indonesian, serves as their primary language, while English serves as their second language. English is their third language if Javanese is their primary tongue. Although young children frequently view YouTube videos in English, their proficiency in the language will inevitably improve. At a minimum, they can capture certain words, phrases, and possibly some question and command sentences, such as the names of animals, colors, counting, emotions, transportation, fruits, vegetables, the alphabet, family members, and some basic sentences that inquire for names and recent news. A concept that gives a purpose for the videos on YouTube is essential. The concept of performing and singing is present in nearly all YouTube videos intended for children, regardless of whether they are watched alone or with their parents. There are animated cartoons, as well as brief stories and singing. Of course, the introductory language is derived from the country of origin of the YouTube artists. However, numerous introductory languages exist in the already globalized YouTube channels, including English. According to the questionnaires we distributed, Cocomelon, Vlad and Niki, Blippi, and Pinkfong are renowned channels, in order of their ranking, frequently regarded as appealing to small children.

Technical agenda formulation commences with the promotion of public awareness of the significance of issues that must be communicated. The screening of YouTube channels, particularly for children, is the most intriguing aspect of this study concerning early childhood language development. What is the significance of this program? Parents often provide alternatives to language acquisition through YouTube footage of children without realizing it. They intentionally allocate screen time to children to prevent them from engaging in physical activity and learning from the content they consume. Consequently, they opt to engage in games and sing in the introductory language of English, expecting young children to gradually enhance their English language abilities. English is regarded as the second language crucial for early childhood development, as it eases the acquisition of English at a higher level by listening to English communication regularly.

As an organic intellectual medium, the YouTube channel actively develops concepts that will be transmitted to the early childhood subaltern. Parents play the role of power in the rise of hegemony through YouTube programs produced for early children. Parents who have access to control over YouTube are the primary capital owners, and they can establish euthanasia practices that are directed at their offspring. Most parents who completed questionnaires give their young children access to YouTube from a young age. Most of them provide children with access to YouTube to facilitate their learning. Learning English by listening to English-language melodies and watching English-speaking dialogues is just one of the many things you can learn from YouTube. *English* is the second fundamental language that young children must master, as it is the language parents wish their children to acquire. The quickest method for elderly individuals to facilitate their children's acquisition of English is to watch YouTube videos that teach the language.

While English learning in schools is often perceived as depressing and rigid, the consistent and engaging rhythm children find in YouTube footage offers a more compelling alternative; consequently, the content they enjoy begins to shape their English-speaking behavior automatically

The author has realized that the pre-verbal stages and early interactions that children undergo before they can communicate are based on the pyramid of language development that has been previously presented. These stages are specific to the 0–1-year age range. The child is only able to observe at this stage, as they are still in the process of training their mouth and tongue to communicate. The later stage is the verbal stage, which is divided into several stages. The first stage is the observing and listening stage. (listening and paying heed). In this stage, children are inclined to be more attentive to their environment, including their parents and other individuals

with whom they interact. This also applies to their interaction with YouTube. At this developmental stage, children also prefer listening to music, concentrating on specific objects according to their preferences, and observing the adults in their vicinity to demonstrate their level of comprehension. *Play* is the second verbal stage, during which young children engage in imaginative and realistic play. They interact more with adults and peers and begin comprehending the concept. Games and songs, they have never encountered at this stage, particularly intrigue young children.

Consequently, any YouTube footage children ingest will be a magnet for their development. Understanding is the third verbal stage. Children have already comprehensively understood a few concepts and have mastered hundreds of vocabulary and phrases at this stage. Additionally, they show a strong interest in the names of animals, hues, and any other topic frequently the subject of conversation. Additionally, they comprehend straightforward instructions, guaranteeing they can communicate concisely.

The fourth verbal phase is speaking, during which a young infant begins to articulate words and phrases, all simple sentences that are often misunderstood. Nevertheless, it is still considered acceptable for them to express their opinions. Additionally, they possess the capacity to structure sentences and comprehend a variety of synonyms and antonyms to facilitate communication with their peers. The sound of communication is the fifth verbal stage. The sound of prayer is beginning to manifest in children at this early age. Occasionally, they continue to make errors in specific speech patterns; however, they can rectify them independently as time progresses. They are concentrating on a particular type of disturbance that is difficult to tolerate.

Language development is deemed effective when this phase is completed, regardless of whether it occurs in a specific order. Directly during a child's language acquisition phase, how does framing operate? At that point, the child begins to engage with the device, particularly YouTube. The infant will be intrigued by what they observe during attentive listening and observation. They tend to view only a limited number of channels their parents believe will provide them with education, including new English vocabulary and tunes. They will continue to consume the material in their sights and burrow. This activity continues to establish a strong memory of the type of activity and the vocabulary, phrases, and sentences in the English language that ultimately assist them in communicating. The number of YouTube views significantly influences the framing process in early infancy. In the case of children's beloved YouTube shows, the content creators have an agenda to encourage a large number of viewers to provide education to young children in need. Framing has its agenda. The materials that are presented are, of course, highly diverse and appropriate for their expertise. Like Vlad and Niki, who originated from Russia, they prioritized role-playing and engaging in various captivating activities frequently unavailable to children. It is apparent that Vlad and Niki's actions captivated the attention of young audiences, so they were inclined to watch the show on multiple occasions. This indirectly facilitated their retention of the character's dialogue and the context in which it was delivered.

The interaction of young children with YouTube video can have a significant effect on the development of their communication abilities.

While children are capable of assimilating English vocabulary, parental guidance is crucial for the selection of high-quality content that accommodates to the specific needs of English for Young Learners (EYL) (Yuliastanti et al., 2024). Cocomelon, one of the most watched contents, produces various songs based on the topics, not only nursery rhymes but also introducing colors, feelings, learning making, animals, etc. These are impulse boosting the EYL language development.

Additionally, *Cocomelons* promote positive behaviors that early children can incorporate into their daily routines, including consuming nutritious and healthy foods, playing games with their parents during vacations, and developing emotional expression in early children. Indeed, this assists the children in acquiring a vast amount of vocabulary, facilitating communication.

Blippi, who has been viewed over 365 million times, also frequently encourages children to imitate specific vocabulary during the show, which can improve the child's diction. There are distinct characteristics that frame the language of YouTube programs. In their channel entitled "Playgrounds" for example, they consistency encourage the viewers to use the same words, phrases, and simple sentences, with specific language behaviour and also specific expression.

Unlike the general media framing model, YouTube's reality emphasis is designed for subaltern targets, such as early childhood. This includes all the information that a young child requires, including education and entertainment, at the same time. This increases the appeal and acceptance of the information by children. The information is highlighted in a manner that is both vast and repetitive, and it is accompanied by visually appealing images or graphics that are both colorful

and animated. These characteristics have consistently contributed to the high appeal of the three channels with the highest ratings among children, resulting in the children's spectators possessing the ability to speak and even exhibit the same speech patterns as the characters in the shows they watch. During the pandemic, one of the children frequently viewed specific channels on YouTube. He owned exceptional English skills, surpassing those of his mother tongue in certain instances. Upon entering the nursery bench, he encountered difficulty utilizing Indonesia's national language despite his ability to speak English fluently.

Conclusion

It has been shown that watching YouTube on a frequent basis can alter children's language behaviour, particularly their receptive and expressive language conduct. EYL receptive ability refers to their ability to combine terminology they have heard. Meanwhile, expressive language behaviour entails conversation by stating something while also imitating facial emotions. The research also demonstrates how YouTube, parents, and EYL play different roles in allowing this language framing to be realized because as stated by Gramsci, hegemony is achieved when the subaltern, in this case is EYL, accept and imitate the viewpoints (YouTube language) of the elite group that dominates (YouTube platform) and exploits EYL.

This research proves that the language behavior of young learners can be influenced by the content available on YouTube if they have a sufficient amount of routine and duration. This influence is so substantial that it necessitates parents to exercise greater caution when selecting entertainment for young learners amid an extraordinary period of brain development.

The researches recognize that there are still numerous flaws in this research, particularly in how to filter out the kinds of language on YouTube that are inappropriate for EYL, such as abusive and vulgar language, because new learners are quickly exposed to all new vocabulary. So, more research is needed to determine how children's language skills evolve over time and how these changes affect their social and emotional lives. This will help us figure out the pros and cons of learning a foreign language on YouTube and whether it has positive or negative long-term impact.

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Conflict of Interest

The authors declare that there is no conflict of interest since this research is purely intellectual

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