Young people are the most important portion of Iran's population, and so they need to be live in a situation and a condition in which there is neither with as little any stress nor and anxiety as possible so that they can thrive when they reach adulthood. Moreover, everything whatever they learn from during their childhood will affect them as adulthood. The purposes present study are to investigates the effectiveness of social cognitive theory's using Bandura's social cognitive learning theory on Iranian EFL young learners' speaking skills. The research was done among participants were 65 young learners, including comprised of 5- to 6-year-old boys and girls who learned English as a second language during this study and their age are in range of 5 to 6 years old. The researcher decided to have The participants were divided into two groups. One group was taught directly through books; this condition mimicked in a the traditional way in which Iranian learners children learn English in a classroom. The other group was taught indirectly and vicariously, in a way situation which that was is far away drastically different from traditional classroom situations learning. Both groups passed the both treatments into took part in 25 learning sessions. Then for gathering data a a pre-test and a post-test were given to each group participant, and these data were gathered for analysis. Accordingly The analysis revealed that paired sample t test and independent sample t test indicated that those children who went through vicarious and enactive learning in the indirect learning group progress in the improved their English speaking skills and vocabulary more than young children those who learned English language directly.