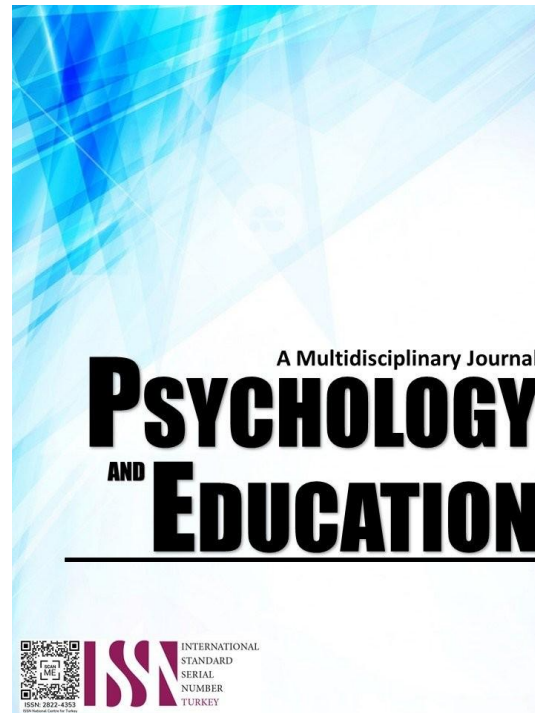


# EFFECTS OF ENGLISH LEARNING VIDEOS IN IMPROVING ENGLISH VOCABULARY OF LEARNERS IN PITOGO, QUEZON



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## Effects of English Learning Videos in Improving English Vocabulary of Learners in Pitogo, Quezon

Jezh Lawrence G. Monteverde,\* Maria Celerina D. Oreta, Melchor B. Espiritu

For affiliations and correspondence, see the last page.

### Abstract

This study investigates the impact of English learning videos on vocabulary enhancement among grade 4 learners in Pitogo, Quezon, utilizing a descriptive research design and survey questionnaires. The sample included 40 respondents, predominantly 10-year-old females. Findings revealed that English learning videos significantly improved language proficiency (average mean of 4.19), word recognition (average mean of 3.76), and vocabulary expansion (average mean of 4.13), with language proficiency receiving the highest score. Notably, demographic factors such as age, sex, and grade level did not influence perceptions of these effects; however, a significant difference emerged between experimental and control groups regarding the perceived benefits of the videos. The conclusions underscore the effectiveness of English-learning videos in enhancing vocabulary and highlight the importance of viewing formats for educational outcomes.

**Keywords:** *english learning videos, impact, improved, importance, proficiency*

### Introduction

English-learning videos are educational videos we can find on various platforms across the internet. It is uploaded mainly by countries like the US and other Western countries. Examples of these include the learning videos uploaded by the YouTube channels Cocomelon, Blippi, Peekaboo Kids, and Homeschool Pop, which are often watched by children at home and even used by teachers in the classroom. These English-learning videos emerged as technology became more accessible worldwide and, during the pandemic, schools were not available in most countries. Because of this, self-learning and home schooling began to grow, and they play a significant role in this situation, as they are easy to access and use. English learning videos provide exposure to authentic spoken English, helping learners become familiar with natural language patterns, intonation, and pronunciation.

According to Cohen (2016), English language proficiency is essential for academic success in later years. Additionally, studies have shown that children who develop English language proficiency are more likely to succeed academically and socially. The vocabulary of children nowadays is an important aspect that teachers need to develop to provide them with a potent weapon in the real world. Studies also found that most children today are more engaged and interested in English videos; for this reason, teachers use them as a tool to reach their students. (Yudar et al., 2020; Yukselir and Komur, 2017 ) said that there are several issues with providing and improving students' vocabulary in elementary and junior high schools, including a lack of fluency, incorrect grammar use, and difficulty pronouncing English sentences correctly. Admittedly, using English learning videos as a medium for improving students' vocabulary has been a wise decision. The findings demonstrate that, by learning while practicing, hearing, and seeing the material, students are much more active than previously (Abdulrahman Almurashi, 2016; Ariyanto et al., 2018; Hamad et al., 2019; Nofrika, 2019).

As English is the language of the world, it is better to equip our children with a weapon they can use in the real world. English-learning videos can create an interactive environment in the classroom between teachers and students. Students can communicate actively and impulsively in English, although they lack the vocabulary to express their ideas and feelings. This has a significant impact on student learning and is an effective medium for teachers to teach and develop students' English vocabulary (Anrasiyana et al., 2022; Kamelia, 2019; Pinandhita et al., 2022; Pratama, 2018).

The researcher observed that most learners nowadays are more interested and engaged with English learning videos. They also observe that in the Pitogo District, especially at the Elementary level, learners are more fluent in English when they are exposed to English-learning videos. In this, the researcher examined the effects of English learning videos on learners' English vocabulary. The purpose of this study is to provide information for future researchers conducting related studies and to serve as a basis for developing an action plan and interventions to improve learners' English vocabulary.

### Research Questions

This study aimed to determine the effects of English learning videos on learners' English vocabulary in Pitogo, Quezon. Specifically, this study sought to answer the following:

1. What is the profile of respondents in terms of:
  - 1.1. age; and
  - 1.2. sex?
2. What are the effects of English learning videos in improving English vocabulary in terms of:
  - 2.1. developing language proficiency;
  - 2.2. improving word recognition; and
  - 2.3. expanding vocabulary?



- Is there any significant difference on the perceived effects of English learning videos in improving English vocabulary when the respondents are grouped according to profile?

## Methodology

### Research Design

This study used a descriptive survey to collect data on the effects of English-learning videos on children's English vocabulary, as perceived by 40 selected elementary learners from Pitogo, Quezon. The researcher used a survey questionnaire as an instrument. Based on the survey's results, the researcher was able to determine the details of the study. According to Creswell and Creswell (2018), a descriptive survey method involves administering a survey to a sample or the entire population to describe a group's attitudes, opinions, behaviors, or characteristics.

### Respondents

The researcher selected 40 elementary learners from Amontay Elementary School through purposive sampling who are studying in Pitogo, Quezon, and the effects of English learning videos on improving children's English vocabulary were the focus of the study. The respondents were composed of forty (40) selected learners. According to Etikan et al. (2016), purposive sampling focuses on recruiting individuals or groups who possess specific characteristics, experiences, or knowledge that align with the study's goals, ensuring depth and relevance in data collection.

### Instrument

The researcher used a research-made questionnaire. This questionnaire is a Likert scale of 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Fairly Agree (FA), 2 – Disagree (D), and 1 – Strongly Disagree (SD) for understanding about the effects of English learning videos in improving children's English vocabulary at Pitogo Quezon. Part I of the questionnaire includes the respondents' profiles. Part II examined the effects of English-learning videos on learners' English vocabulary. Two experts validated the research instrument.

A pilot test using Cronbach's Alpha was conducted at Eastern Quezon College Inc., which was not the target of the study, resulting in an excellent result. A Cronbach's Alpha is a coefficient of reliability used to measure the internal consistency of a test or scale; it indicates how well a unidimensional latent construct (Cronbach, 1951).

### Procedure

The target population was selected as Grade 4 learners of Amontay Elementary School, Pitogo, Quezon. A descriptive research method using a Likert scale was used to assess the effects of English-learning videos on children's English vocabulary. Data were gathered through "purposive sampling"; both male and female learners of Pitogo, Quezon, were selected to fill out the questionnaire.

In administering the questionnaire, the researcher used the allotted time to avoid distracting the class during discussion. The learners had enough time to answer the questions. After data collection, the researcher collected the questionnaires to tally the scores and apply the statistical treatment used in the study.

Prior to conducting the study, the researcher sent a letter to the principals and supervisor of Pitogo, Quezon. Upon approval, the researcher administered the instrument to the target respondents.

### Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data was carefully read and examined for analysis. They were tallied and entered into the master data collection sheet. Percentage and Frequency were used to interpret the respondents' profile. To test the significance of differences among three or more means, the researcher used the Kruskal-Wallis nonparametric test.

## Results and Discussion

This section presents, analyzes, and interprets the data. All the data gathered were presented here in tabulated form, with corresponding interpretations. The first part described the control and experimental groups. The second part is the profile of respondents in terms of age, sex, and grade level. The third part examines the effects of the English-learning video on learners' English vocabulary in Pitogo, Quezon.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

Age	Frequency	Percentage (%)	Rank
8 y/old & below	1	2	4
9 y/old	12	30	2
10 y/old	23	58	1
11 y/old & above	4	10	3
Total	40	100	



Table 1 presents the frequency and percentage distribution of respondents by age. It shows that most respondents (58%) are 10 years old. Meanwhile, 30% are 9 years old, and 10% are 11 years old or older. On the other hand, the least number of respondents (3%) are 8 years old and below, suggesting that more respondents are aged 10 years old and above.

Hirsh-Pasek et al. (2015) state that children aged 7 and above can process more complex narratives and linguistic structures, and that videos often use storytelling, quizzes, and interactive challenges to encourage language use. As shown in Table 5, the majority of respondents are 10 years old.

Table 2. *Frequency and Percentage Distribution of Respondents According to Sex*

Sex	Frequency	Percentage (%)	Rank
Male	19	47	2
Female	21	53	1
Total	40	100	

Table 2 shows the frequency and percentage distribution of respondents by sex. The data show that 19 respondents (47%) are male, while 21 respondents (53%) are female. The data reveal a relatively balanced distribution of respondents by sex: 47% male and 53% female. This near-equal representation suggests that the study's findings will reflect the perspectives of both sexes.

Gordon (2020) and Gu (2018) show that both boys and girls can benefit from English learning videos, but in different ways. Girls tend to improve more in vocabulary when the videos involve group discussions or talking with others. Boys do better when the videos include games, challenges, or problem-solving tasks.

Table 3. *Effects of English Learning Videos on Improving English Vocabulary in terms of Developing Language Proficiency*

Indicators <i>As a result of English learning videos...</i>	Mean	Verbal Interpretation	Rank
1. I have significantly improved my English vocabulary.	4.47	Strongly Agree	1
2. my' pronunciation has become more precise and more accurate.	4.05	Agree	4
3. I am more confident in speaking English after practicing with content from an English learning video.	4.30	Strongly Agree	2
4. I am more engaged and motivated to learn English vocabulary words.	3.92	Agree	5
5. I am able to effectively use new vocabulary acquired from English learning videos in real-life situations.	4.22	Strongly Agree	3
Average Mean	4.19	Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 3 shows the effects of English-learning videos on learners' English vocabulary development, as measured by language proficiency. The average mean is 4.19, interpreted as "agree". As shown in the table, the indicator "I have significantly improved my English vocabulary" recorded the highest weighted mean of 4.47, indicating strongly agree. On the other hand, the indicator "I am more engaged and motivated to learn English vocabulary words" had the lowest weighted mean of 3.92, indicating agreement.

The results show that English learning videos have a positive impact on students' vocabulary development. Learners strongly agreed that their vocabulary had improved, indicating that English learning videos are effective in enhancing language skills. However, the lower mean of 3.92 for engagement and motivation suggests that although these videos support teaching, they may not fully capture students' interest. To enhance their effectiveness, these videos should be supplemented with interactive and engaging teaching strategies.

Anyayahan (2022) compared two groups of students, the first group learned through the help of English videos, and the other group learned without them. The study found that both groups improved, but the group that used videos achieved better language-learning results. This supports the study's finding that English videos improve students' vocabulary. However, as in the current study, where motivation received a lower rating, Anyayahan's research also suggests that videos alone may not fully engage students. To keep students interested, videos should be paired with fun, interactive activities.

Table 4. *Effects of English Learning Videos on Improving English Vocabulary in terms of Improving Word Recognition*

Indicators <i>As a result of English learning videos...</i>	Mean	Verbal Interpretation	Rank
1. I recognize new words easily.	3.75	Agree	4
2. My ability to recognize words in spoken English has improved.	3.82	Agree	3
3. I can recognize new words faster.	3.32	Fairly Agree	5
4. I improved my ability to recognize words in real-life conversations.	3.97	Agree	1
5. I understand and recognize more easily new English words.	3.95	Agree	2
Average Mean	3.76	Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 4 presents the effects of English learning videos on learners' English vocabulary, specifically word recognition. The average mean is 3.76, interpreted as "agree". As shown in the table, the indicator "I improved my ability to recognize words in real-life conversations" had the highest weighted mean of 3.97, indicating agreement. On the other hand, the indicator "I can recognize new



words faster" had the lowest weighted mean of 3.32, indicating a fairly agreeable response.

The results imply that English-learning videos help improve learners' word recognition skills, especially in understanding words during real-life conversations, as evidenced by the highest mean of 3.97. This suggests that videos provide meaningful context that supports students' listening and comprehension. However, the lower mean of 3.32 for quickly recognizing new words indicates that students still struggle to recognize unfamiliar words promptly. This implies that videos can support word recognition, and activities such as repeated exposure or vocabulary exercises can help students comprehend new words more efficiently.

Montero Perez et al. (2018) found that captioned videos improve students' word recognition by combining auditory and visual input. This allows learners to connect spoken words with their written forms, making it easier to recognize and remember vocabulary. This supports the study's finding that English-learning videos help students understand words during real-life conversations. However, the study also emphasizes the importance of repeated and focused exposure for recognizing new words quickly. This means that although videos help learners recognize words, additional strategies such as captions, repetition, and interactive features can enhance quick recognition and vocabulary retention.

Table 5. *Effects of English Learning Videos in Improving English Vocabulary in terms of Expanding Vocabulary*

Indicators <i>As a result of English learning videos...</i>	Mean	Verbal Interpretation	Rank
1. I have learned many new English words.	4.32	Strongly Agree	1
2. I am able to understand the meanings of unfamiliar words in context.	4.00	Agree	4
3. I frequently use new vocabulary words.	3.97	Agree	5
4. I am able to remember and recall new words that I have learned from the videos.	4.20	Agree	2
5. The variety of topics covered in the English learning videos helps me expand my vocabulary significantly.	4.15	Agree	3
<b>Average Mean</b>	<b>4.13</b>	<b>Agree</b>	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

Table 5 presents the effects of English learning videos on learners' English vocabulary, specifically on vocabulary expansion. The average mean is 4.13, interpreted as "agree". As shown in the table, the indicator "I have learned many new English words" recorded the highest weighted mean of 4.32, interpreted as strongly agree. On the other hand, the indicator "I frequently use new vocabulary words" had the lowest weighted mean of 3.97, indicating agreement.

The results imply that English-learning videos are effective at expanding students' vocabulary, with an overall average of 4.13. The statement, "I have learned many new English words," shows that students feel they are expanding their vocabulary through these videos. However, the lower mean of 3.97 for the statement "I frequently use new vocabulary words" suggests that although students are learning new words, they do not use them regularly in their daily lives. This implies that learners should be given more opportunities to use these new words in speaking and writing activities.

Munawir et al. (2022) found that using English-learning videos improved students' vocabulary. The study used a t-test and cluster random sampling and found a clear improvement in vocabulary among second-year students who were taught using videos. This supports the study's finding that students learned many new English words through video-based learning. However, Munawir et al.'s findings also suggest that videos are effective for learning new vocabulary, but students still need more chances to apply these words in speaking and writing. This shows that video-based learning is helpful for vocabulary expansion, but it should be paired with activities that encourage regular use of new vocabulary.

Table 6. *Effects of English Learning Videos in Improving English Vocabulary in terms of Developing language proficiency, improving word recognition, and expanding vocabulary*

Indicators	Mean	Verbal Interpretation	Rank
1. Developing Language Proficiency	4.19	Agree	1
2. Improving Word Recognition	3.76	Agree	3
3. Expanding Vocabulary	4.13	Agree	2
<b>Grand Mean</b>	<b>4.02</b>	<b>Agree</b>	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

This table presents the summary effects of English Learning Videos in improving English Vocabulary in terms of Developing language proficiency, Improving word recognition and Expanding vocabulary, where Indicator 1 indicating "developing language proficiency" has the highest average mean with 4.19 and a verbal interpretation of agree while Indicator 2 has the least average mean indicating "Improving word recognition" with 3.76 average mean and a verbal interpretation of agree. The grand mean indicates that respondents agreed that developing language proficiency was the most effective aspect of English-learning videos for improving learners' English vocabulary.

A comprehensive investigation was conducted to assess the effectiveness of using English-learning YouTube videos as a pedagogical tool to improve children's English language proficiency in high school. The purpose of the study is to provide an understanding of the benefits of using English-learning videos on YouTube as a learning tool and to determine whether the videos students watch



significantly improve their English language proficiency. The results showed that English-learning videos on YouTube enhance language proficiency because they are more engaging and applicable to high school students.

Table 7. Significant Difference in the Perceived Effects of English Learning Videos in Improving English Vocabulary when Respondents are Grouped according to Age

Groups	N	Median	H value	p-value	Significant Level	Decision
8 y/old & below	1	3.93	6.159	0.104	0.05	Accept Ho
9 y/old	12	3.80				
10 y/old	23	4.27				
11 y/old & above	4	4.17				

Table 7 shows significant differences in the perceived effects of English-learning videos on English vocabulary improvement across age groups. The computed H value is 6.159, and the p-value is 0.104. Since the p-value is greater than the 0.05 level of significance, the null hypothesis is not rejected. This suggests that there is no significant difference in responses across age groups regarding the perceived effects of English-learning videos on English vocabulary.

This indicates that there is no statistically significant difference in the perceived effects of English-learning videos on vocabulary improvement across age groups. This suggests that learners of different ages share similar perceptions of the effectiveness of English-learning videos for vocabulary enhancement. Consequently, it can be inferred that such videos are equally beneficial across age demographics, reinforcing their value as a universally applicable instructional tool for vocabulary development.

Hirsh-Pasek et al. (2015) showed that English-learning videos improve students' vocabulary and speaking skills across ages. Interactive videos that include storytelling helped older children. Similarly, Mayer (2020) explained that both younger and older learners learn better when videos show words with pictures and sounds. Also, Li (2019) found that adults learned more vocabulary when videos were combined with activities such as word lists or group discussions. These studies show that, regardless of age, English-learning videos help improve vocabulary, which supports the study's finding that learners of different ages had similar opinions about the videos' effectiveness.

Table 8. Significant Difference in the Perceived Effects of English Learning Videos in Improving English Vocabulary when Respondents are Grouped according to Sex

Groups	N	Median	H value	p-value	Significant Level	Decision
Male	19	4.07	0.115	0.735	0.05	Accept Ho
Female	21	4.13				

Table 8 presents significant differences in the perceived effects of English-learning videos on English vocabulary by sex. The computed H value is 0.115, and the p-value is 0.735. Since the p-value is greater than 0.05, the null hypothesis is not rejected. This suggests that there is no significant difference in male and female students' responses regarding the perceived effects of English-learning videos on English vocabulary.

The results imply that male and female students perceive the effects of English learning videos on vocabulary improvement similarly. Since there is no significant difference in responses between the two groups, this suggests that English-learning videos are equally effective and well-received regardless of the learner's sex. This indicates that such videos can be broadly used as an inclusive tool for vocabulary development across genders.

Mayer (2020) explained that multimedia learning, including English-learning videos, supports cognitive processing in both male and female students by integrating verbal and visual information. This helps all learners strengthen vocabulary and comprehension regardless of gender. Additionally, Gordon (2020) and Gu (2018) found that though there may be slight differences in learning preferences between male and female students (e.g., females responding better to dialogue-based videos and males to challenge-based content), both groups benefit significantly from video-based learning. These studies support the idea that English-learning videos are broadly effective and inclusive tools that benefit learners of all genders without significant differences in outcomes.

Table 9. Significant Difference in the Perceived Effects of English Learning Videos in Improving English Vocabulary Between the Controlled and Experimental Group

Groups	N	Median	H value	p-value	Significant Level	Decision
Controlled	20	4	7.688	0.006	0.05	Reject Ho
Experimental	20	7				

Table 9 presents significant differences in the perceived effects of English-learning videos on English vocabulary between the control and experimental groups. The median score in the controlled group is 4, while the median in the experimental group is 7. The computed H value is 7.688, and the p-value is 0.006. Since the p-value is less than 0.05, the null hypothesis is rejected. This suggests a significant difference in students' performance between the controlled and experimental groups regarding the perceived effects of English learning videos on English vocabulary. The results imply that integrating English-learning videos into instructional practices enhances students' vocabulary acquisition compared to traditional methods. The higher median score in the experimental group suggests that students exposed to video-based learning show greater improvement in vocabulary skills. This supports the effectiveness of English learning

videos as a supplementary tool in language instruction. Therefore, educators may consider incorporating English-learning videos as a regular part of their teaching strategies to improve vocabulary outcomes and foster more engaging, effective learning environments.

Al-Seghayer (2020) and Vanderplank (2016) found that videos help students learn new words by showing real-life language use and by including subtitles, which aid students' recall. Canning-Wilson (2018) said that videos make students more confident in speaking because they see and hear how English is used in everyday situations. Qadha and Alward (2020) also found that students who learned grammar through videos performed better than those who did not. Another study by De Matta and others (2023) showed that TikTok videos helped elementary students improve their English skills. Similarly, Kilag and colleagues (2023) found that YouTube videos helped young children learn English words and grammar. These studies support the study's finding that using English videos in teaching helps students learn more vocabulary and speak more confidently than traditional classroom methods alone.

## Conclusions

Based on the study's findings, most respondents were 10 years old in the research locale. Most of the respondents in the research locale were female. All respondents were in grade four in the research locale. Among the three effects of English learning videos on improving learners' English vocabulary, developing language proficiency had the highest average, indicating that English learning videos enhance language proficiency more than the other two effects. The respondents' profiles in terms of age and sex do not affect how they perceive the effects of English-learning videos on learners' English vocabulary. The respondents, when grouped into the experimental and control groups, do affect their interpretation of the effects of English-learning videos on learners' English vocabulary.

To school administrators, they may plan and organize more seminars and training sessions for teachers on the use and integration of English learning videos to improve learners' English vocabulary, and they may consider that these videos really help students learn more vocabulary. Parents may practice using English-learning videos at home as supplementary material to improve their child's vocabulary and create a supportive environment for follow-up learning. Teachers may use English-learning videos in their teaching to improve learners' English vocabulary and consider them a valuable tool for engaging students and helping them better understand the language. Students may be more engaged in learning and improving their English vocabulary through English learning videos as part of their learning process. Future researchers may use and explore this study on the effects of English-learning videos on learners' English vocabulary to better understand how to engage students in the teaching and learning process.

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### **Affiliations and Corresponding Information**

**Jezh Lawrence G. Monteverde**

Eastern Quezon College Inc. – Philippines

**Maria Celerina D. Oreta, Ed. D.**

Eastern Quezon College Inc. – Philippines

**Melchor B. Espiritu, Ed. D.**

Eastern Quezon College Inc. – Philippines