



THE IMPACT OF EDUCATIONAL VIDEOS ON ENGLISH VOCABULARY ACQUISITION IN YOUNG CHILDREN

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Abstract

The research project, entitled "Impact of Educational Videos on English Vocabulary Acquisition in Young Children," adopted a mixed-methods approach (quantitative and qualitative). Its objective was to determine the impact of educational videos on English vocabulary acquisition in elementary school students at the "El Bejucal" High School in the city of Chone. The procedural methods used were bibliographic, inductive, deductive, and descriptive. The population consisted of teachers and students from this educational unit. The sample comprised 20 elementary school students and 5 English teacher. Data was collected through a survey administered to teachers using Google Forms and an observation checklist. The results regarding the frequency of use of various techniques for teaching English vocabulary showed that flashcards were a widely used technique. Eighty percent of respondents indicated they used them frequently, while 20% stated they always used them. The following conclusion, when assessing the English vocabulary level of elementary school students, it's important to note that children watch more videos outside of schools than inside them, and they may try to associate words more frequently than within the educational institution. Consequently, this seemingly disorganized information constitutes a source of learning new vocabulary in a social context of use and is therefore more comprehensible; while the methodology and information provided by the teacher often become outdated.

Keywords: Impact, educational, videos, English vocabulary, young children

1. Introduction

Undoubtedly, one of the most important tasks of a teacher is teaching English to children, lessons that will forever shape their future. Therefore, teaching this language at the primary education level is considered an educational stage where objectives are met in the social, intellectual, emotional, and motor domains, all intimately related to preparing children for their regular schooling.

However, the constant evolution of society leads teachers to formulate new questions about how to approach this task, questions that are directly related to their work and require them to answer questions such as: What strategies should be used to develop English

vocabulary? How can virtual environments be incorporated into this process? And how can English language learning be motivated? Answering these questions is not an easy task, nor can it be done by a single person; it requires collaborative work among all those involved to achieve the objectives.

In today's digital environment, students communicate with each other through various platforms, such as chats and video calls, fostering constant interaction. Within this context, the use of videos becomes a key tool for enriching English vocabulary in a dynamic and contextualized way. Therefore, the teacher's role is essential in selecting appropriate multimedia resources that enhance the learning process. Furthermore, activities based on these resources are diverse and motivating, combining elements such as videos, audio, music, and even games, adapting to the interests and needs of the students. (Nguyen, 2021, p. 31).

The fundamental purpose of this research was to propose the implementation of strategies related to the use of ICTs for developing English vocabulary in children through videos. Educational videos are an increasingly popular tool in education, and their use can be beneficial for acquiring English vocabulary. While studies have investigated the impact of educational videos on vocabulary acquisition, further research is needed to determine their effectiveness in different contexts and populations.

The research adopted a mixed-methods approach. The objective was to determine the impact of educational videos on English vocabulary acquisition in primary school students at the "El Bejucal" High School in the city of Chone. The procedural methods used were bibliographic, inductive, deductive, and descriptive. The research was descriptive in nature. Data collection techniques included a survey of English teachers and an observation checklist for students.

2. Methods and materials

The research, entitled "Impact of Educational Videos on English Vocabulary Acquisition in Young Children," employed a mixed-methods approach (quantitative and qualitative). The methodology used incorporated both inductive and deductive reasoning, and the research was conducted at a correlational level and with an experimental design. The population consisted of teachers and students from "El Bejucal" High School, while the sample comprised 20 elementary school students and 5 English teachers from this institution. Data collection instruments included a survey and an observation checklist.

3. Results and discusión

Educational videos on English

Globally, digital skills are a crucial aspect of education that schools should develop systematically. Research on digital skills tends to be measured using self-reports, performance tests or interventions. There is less knowledge about student and teacher uptake of technology in school, making it important to investigate the actual use of technology and digital skills in authentic classroom settings (Kure et al., 2023, p. 269).

From the perspective of personal efficacy, students develop emotional intelligence, thereby fostering emotional attitudes, meaningful learning, social integration, and other values. Additionally, educational videos and affective learning led to different social functions, such as the ability to develop a new, critical and meaningful perspective. This means that the student

has the opportunity to learn about other people's contexts, to appropriate new knowledge through curricular practice, and to use technology in the classroom in a suitable environment (Nova, 2017, p. 83)

Regarding this topic Gunel & Top (2022) indicates that the game's content can be designed to cover the topics a class needs to address throughout the academic year. This enables measurement of the long-term impact of educational video games developed in environments that inspire students. Furthermore, voice-over dialogue can be added to the game to conduct a study on English listening comprehension. By developing a playful activity where all students can interact simultaneously, communication between them is improved (p. 346).

By way of illustration, Fadillah et al., (2025) indicates that the video-based learning not only improves academic results but also fosters motivation, engagement, and a more enjoyable learning experience. Several implications can be drawn from these findings. For teachers, integrating video-based multimedia into teaching strategies is strongly recommended to enhance student participation and vocabulary comprehension (p. 1301).

Within this line of thought, Tahmina (2023) points out that the digital learning has become a new teaching method. Students are increasingly relying on YouTube channels and other technology-supported language learning platforms. Since YouTube has become indispensable in students' lives, language teachers can draw on its insights to help students learn English on this platform. This application helps you learn English vocabulary, makes language learning more interesting, helps you easily understand video content, develops your speaking skills, and improves your listening comprehension (p.151).

Using video length scales in English proficiency, the flipped English classroom with short videos (less than 5 minutes) could generate significantly higher English proficiency, student participation, and satisfaction than the flipped classroom with medium-length videos (10-20 minutes). In contrast, the flipped English classroom with medium-length videos could lead to significant gains in English proficiency, student participation, and satisfaction (Yu & Gao, 2022, p. 1).

From the point of view of Nguyen (2021) indicates that through social media, students interact with each other via chats or video calls. In this context, the importance of videos for improving English vocabulary is undeniable. The teacher's role is fundamental in selecting effective multimedia tools to provide students with better learning conditions. Indeed, learning activities supported by multimedia resources are varied and stimulating, as they integrate elements such as videos, audio, music, and even games aligned with students' interests (p. 30).

Although students have limited English vocabulary, they continue to watch English-language series outside of class, which can be especially helpful during school holidays when English learning is more restricted. In this regard, as access to ICT related to video viewing has increased, so too has teachers' interest in understanding how watching videos with English subtitles can lead to greater vocabulary acquisition. (Reynolds, 2022, p. 1).

Unfortunately, English teachers cannot correct and redirect the development of English language skills using videos outside of class. However, it can be said that videos are essential teaching tools in the English teaching and learning process, for both children and teachers. (Kure et al., 2023, p. 731).

Finally, it is worth noting that, according to Malakul & Park (2023), the use of an automatic subtitling system in English educational videos improved content comprehension, reduced cognitive load, and increased satisfaction compared to subtitles created by native speakers. In this sense, automatically generated subtitles in these types of resources can significantly contribute to optimizing understanding, reducing mental effort, and fostering a more satisfying learning experience for students (p. 15).

English vocabulary acquisition in young children

Teaching English to children through play is an increasingly popular educational strategy, as it combines learning with fun and motivation. This approach can facilitate language acquisition in a natural and dynamic way; however, it also presents certain challenges that must be considered to achieve effective results.

In this sense, Kurniawan et al., (2024) indicates that traditional English language instruction is often structured around grammar and vocabulary memorization. While this approach provides a solid foundation. However, it may not be engaging for children and could fail to fully capitalize on their natural curiosity and playful nature (p. 9).

For his part, Andari (2023) maintains that the factors that influence children's acquisition of English vocabulary are both internal and external, the same ones that influence language learning in general. A student's abilities are influenced by various factors within the individual and their environment, as well as by their vocabulary skills. Several factors also influence the learning and development of appropriate vocabulary skills, and they must be considered to ensure these skills contribute to students' overall language and speech development (p. 153).

The use of social media as a tool for learning English as a foreign language includes: sharing/searching for information, multimedia content, or materials; followed by posting assignments, summaries, or videos; and then participating in group activities, online Q&A sessions, or debates; followed by practicing language skills, vocabulary, grammar, and spelling; and the least documented activity is joining, following, or creating educational accounts. This approach improves students' reading, listening, speaking, and writing skills, as well as vocabulary, pronunciation, spelling, motivation, and creative/critical thinking (Ariantini et al., 2021, p. 106).

Game based English learning focuses on improving vocabulary and reading comprehension. Through diverse learning styles, students interact with the dynamics of games and engaging experiences, identifying their strengths, weaknesses, and areas for improvement. (Chowdhury et al., 2024, p. 1). At the same time, Qizi (2024) indicates by sparking children's curiosity about acquiring English vocabulary, you undoubtedly foster meaningful learning of the language. These types of strategies should be related to or linked with knowledge from other subjects, such as art, science, and language (p. 161).

From a more general perspective Minalla (2024) maintains that the process of learning a language always involves expanding vocabulary. Learning without vocabulary would be impossible. Learning vocabulary is not limited to memorising individual words; it also involves understanding words in realistic, meaningful contexts. Practising English in context with animated videos in the classroom influences how students use the language in everyday situations. Contextualised animated videos, tailored to the characteristics of young learners, can be an effective teaching tool for stimulating vocabulary acquisition (p. 578).

For illustrative purposes, Arifani (2020) indicates that images, context, sounds, and subtitles improves children's English vocabulary learning and helps them become familiar with unfamiliar vocabulary. However, vocabulary learning in formal instructional settings limits the effectiveness of using cartoon videos in home environments for teaching English as a foreign language, where neither parents nor children have prior knowledge of English (p. 17).

However, according to Cheluszka (2020) it is identified that video lessons can be effective, provided the teacher has enough time to prepare the lesson thoroughly and accounts for potential issues such as equipment and video quality, equipment use, excessive or insufficient video length, and the need to prevent students from passively watching. Using video significantly increases student motivation and interest in the subject, as long as they are assigned stimulating tasks that are not too difficult for their level (p. 1).

Within this framework Harahap & Kembaren (2023) maintains that fundamental language skills, especially in English, are not always adequately developed or fostered during early childhood education, limiting the preparedness of new generations to compete in a global environment. Furthermore, the lack of information among teachers about effective methods for teaching English to primary school students exacerbates the problem of children's limited exposure to the language from an early age (p. 647).

The use of video as a medium for teaching English vocabulary to young children introduces, practices, and produces new techniques. This is implemented through six activities: storytelling, song, listen-replicate-do, modelling, visual aids, and dramatization. Furthermore, the video presentation techniques consist of three methods: full viewing, pausing, and full viewing with repetition. In this regard, positive participation was evident in the young children's responses. A positive atmosphere prevailed during the study when the video was used as part of the learning process (Sabgini & Wiraatmaja, 2023, p. 103).

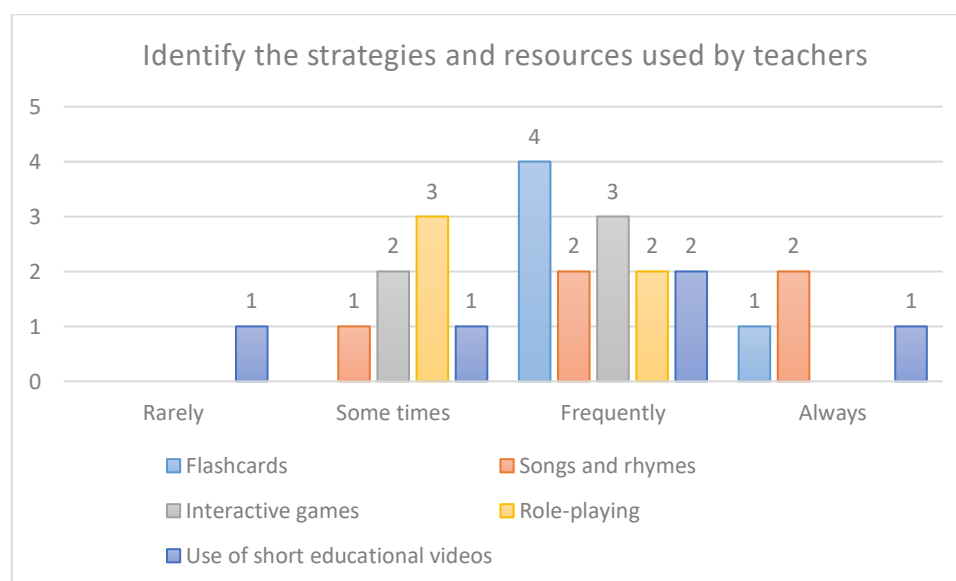


Figura 1 Results correspond to the survey of teachers

Regarding the frequency with which you use the following techniques to teach English vocabulary. The results show that flashcards are a widely used technique for teaching English vocabulary 80% of respondents indicated that they use them frequently, while 20% stated that

they always use them, this is shown in figure 1. The results indicate that 40% report using them frequently, another 40% always, and 20% only sometimes. This suggests a positive assessment of this technique, highlighting it as a dynamic and motivating resource that promotes vocabulary

The results show that 60% use it frequently, while 40% use it sometimes. This suggests that, although it is not always a consistent practice, it is an important part of English vocabulary teaching strategies and is valued as a useful resource within the educational process. The results show that role-playing games are a technique used with some regularity in teaching English vocabulary. 60% of respondents indicated that they use them sometimes, while 40% use them frequently.

The results show that the use of short educational videos is a common technique in English vocabulary teaching, although its frequency varies. 40% of teachers report using it frequently, while 20% say they always use it, indicating that for a significant portion of them, it is a regular strategy in their teaching practices. On the other hand, 20% report using it only sometimes, suggesting that not all teachers have yet incorporated it consistently.

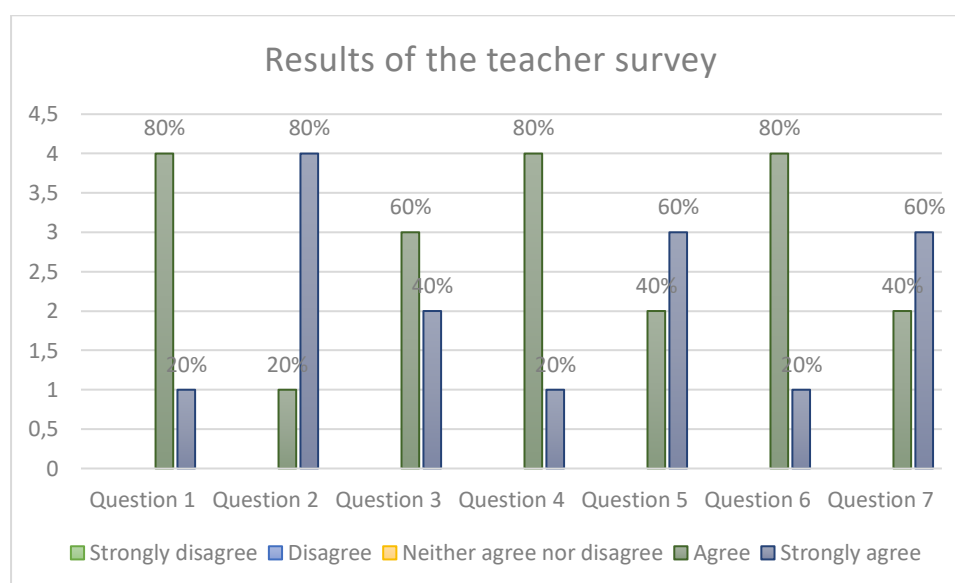


Figura 2 Information correspond to the survey of teachers

Regarding whether educational videos influence students' acquisition of English vocabulary. The results show a highly positive perception of the influence of educational videos on English vocabulary acquisition. 80% of respondents agree and 20% strongly agree, indicating 100% consensus regarding their effectiveness (Question 1). Regarding whether educational videos facilitate the understanding of new English vocabulary. The results show a very positive assessment of the use of educational videos to facilitate the understanding of new English vocabulary. 80% of respondents strongly agree, while 20% agree, reflecting absolute consensus (100%) regarding their effectiveness (Question 2)

Regarding whether children more easily remember vocabulary learned through videos. The results reflect a positive perception of the effectiveness of videos in English vocabulary retention. 60% of respondents agree and 40% strongly agree, demonstrating 100% consensus regarding their favorable impact (Question 3). Regarding whether the student improves their

pronunciation of English vocabulary using videos. The results show a positive perception of the impact of videos on improving English vocabulary pronunciation. 80% of respondents agree and 20% strongly agree, demonstrating 100% consensus (Question 4).

Regarding whether educational videos improve children's attention and motivation during class. The results show a very favorable perception of the impact of educational videos on children's attention and motivation in class. 60% of respondents strongly agree and 40% agree, reflecting 100% consensus. (Question 5). The results show that there is absolute consensus on the effectiveness of educational videos for learning English vocabulary. 80% of respondents agree and 20% strongly agree, reflecting a widespread positive assessment. (Question 6).

Regarding the fact that after using educational videos, children use the new vocabulary in oral activities. The results indicate that teachers perceive educational videos as promoting the active use of new vocabulary in oral activities. 60% of respondents strongly agree and 40% agree, showing 100% consensus on their effectiveness (Question 7).

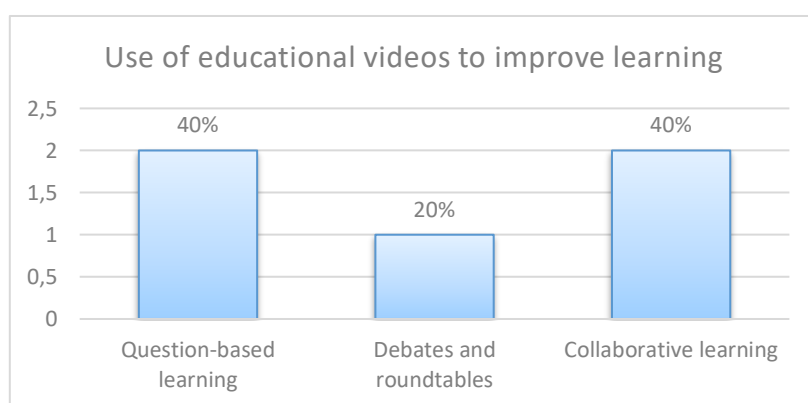


Figura 3 Use of educational videos to improve learning

Regarding the possibility that pedagogical strategies could be used to integrate the use of educational videos in order to improve learning. The results show that teachers consider various pedagogical strategies to integrate educational videos and enhance learning. 40% highlight question-based learning, another 40% collaborative learning, while 20% mention debates and roundtables (Figure 3).

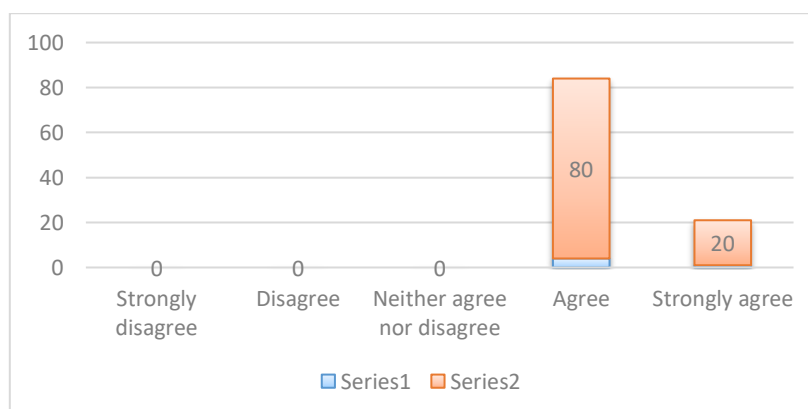


Figura 4 Educational videos and cognitive level of the students

When asked if he believes that educational videos should be adapted to the age and cognitive level of the students, he responded. The results reflect a very clear consensus on the importance of adapting educational videos to the age and cognitive level of the students. 80% of respondents strongly agree and 20% agree, demonstrating 100% consensus (Figure 4).

In this section, the data obtained based on the implementation of the observation sheet are shown in (Figure 5).

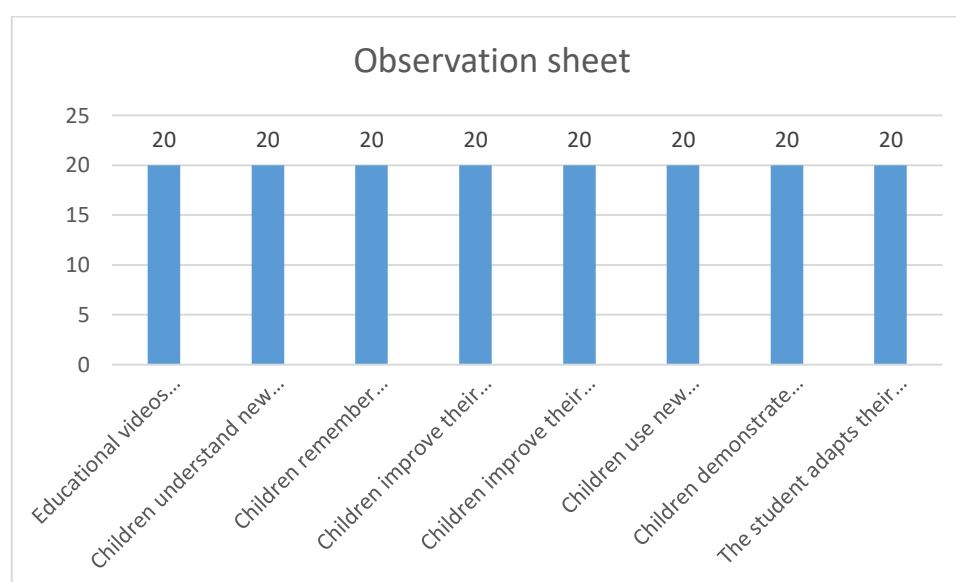


Figura 5 Observation sheet

3.1. Discussion

Regarding the problems related to children's limited English vocabulary development, these issues cannot be resolved with a new teaching method or new educational materials. In their daily lives, children see more letters outside of schools than inside them, they may try to interpret more text more frequently than at school, or they may try to produce more text than in school. Consequently, this seemingly disorganized information, presented in educational videos within a social context, makes it more understandable; while the methodology and information provided by the English teacher often become outdated.

For informational purposes, there is currently a limited understanding of the impact of educational videos on English vocabulary acquisition in young children. Therefore, it is necessary to consider English language teaching to children as a system for representing the language, since over the years a limited image of the child learning this language has been constructed. It is forgotten that behind every child is a person eager to learn and construct meaning. The reflection developed by Kure et al., (2023) indicates that English teachers have the ability to correct and guide the development of English skills through the use of audiovisual resources such as videos. One of the fundamental aspects of teaching is language proficiency, as this allows for providing appropriate and effective guidance. In this sense, videos are essential teaching tools within the English teaching and learning process, both at the primary level and in teacher training programs. (p. 730).

The research, titled "The Impact of Educational Videos on English Vocabulary Acquisition in Young Children at the El Bejucal" High School aimed to determine the impact of educational videos on English vocabulary acquisition in elementary school students. Through the observation of age-appropriate educational videos, the children were able to improve their vocabulary based on the topics presented by the teacher. This demonstrated that by using strategies within virtual environments, children can develop English language skills.

The results showed that the use of short educational videos is a common technique in teaching English vocabulary, although its frequency varies. A majority of teachers reported using it frequently, while some stated they always use it, indicating that for a significant portion of them, it is a regular strategy in their teaching practice. On the other hand, some teachers reported using it only occasionally, suggesting that not all teachers have incorporated it systematically. English vocabulary acquisition is a fundamental aspect of early childhood education, as it is essential for effective communication in a globalized world. However, many students struggle to learn vocabulary effectively, which can negatively impact their academic performance and confidence in using the language.

English is the most widely used language in international communication, and proficiency in it is essential for success in education, work, and life in general. However, many students struggle to learn English vocabulary, which can negatively impact their academic performance and confidence in using the language. Educational videos are an increasingly popular tool in education, and their use can be beneficial for acquiring English vocabulary. While studies have investigated the impact of educational videos on vocabulary acquisition, further research is needed to determine their effectiveness in different contexts and with different populations.

Finally, while several studies have highlighted the benefits of educational videos as an effective tool for learning English vocabulary, most of these studies have been conducted in contexts other than Ecuador or with different populations. In particular, there is limited empirical evidence specifically analyzing their application with young learners of English as a foreign language within the Ecuadorian educational context, considering their sociocultural characteristics, available resources, and unique teaching methods. In this sense, the lack of contextualized studies reveals a significant gap in the literature, which justifies and underpins the relevance of this study, aimed at exploring and contributing relevant knowledge in this area.

4. Conclusions

When identifying the techniques teachers use to teach English vocabulary to elementary school students, it's crucial to distinguish that the problem doesn't lie in learning new English vocabulary itself, but rather in how the teacher approaches this learning. The use of videos is fundamental for developing aspects such as cognitive skills and activating long-term memory. It's also true that this cannot be achieved without the collaboration and support of the student's environment. Furthermore, various factors influence children's language learning, such as the obsolescence of teaching strategies and even a lack of parental involvement.

When assessing the English vocabulary level of elementary school students, it's important to note that children watch more videos outside of schools than inside them, and they may try to associate words more frequently than within the educational institution. Consequently, this

seemingly disorganized information constitutes a source of learning new vocabulary in a social context of use and is therefore more comprehensible; while the methodology and information provided by the teacher often become outdated.

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