MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES
www.kwpublications.com
ISSN: 2308-0876

The Use of Blippi Educational Videos among Grade 2 Pupils: A Case Study

Caryl Trishia E. Yapac, Analyn S. Clarin

DOI Link: http://dx.doi.org/10.46886/MAJESS/v14-i1/21426 DOI: 10.46886/MAJESS/v14-i1/21426

Received: *28 February 2026,* ***Revised****: 25 March 2026,* ***Accepted:*** *20 April 2026*

Published Online: 12 May 2026

In-Text Citation: (Yapac et al, 2026)
To Cite this Article: Yapac, C. T. E., & Clarin, A. S. (2026). The Use of Blippi Educational Videos among Grade 2 Pupils: A Case Study. *Multilingual Academic Journal of Education and Social Sciences*, *14*(1), 46–67.

Vol. 14, No. 1, 2026, Pg. 46 - 67

https://kwpublications.com/journals/journaldetail/MAJESS **JOURNAL HOMEPAGE**

Full Terms & Conditions of access and use can be found at
https://kwpublications.com/pages/detail/publication-ethics

MULTILINGUAL ACADEMIC JOURNAL OF EDUCATION AND SOCIAL SCIENCES
www.kwpublications.com
ISSN: 2308-0876

The Use of Blippi Educational Videos among Grade 2 Pupils: A Case Study

Caryl Trishia E. Yapac
Graduate School, Misamis University, H.T. Feliciano St. Aguada, Ozamiz City, Misamis Occidental, Philippines
Corresponding Authors Email: carylyapac@gmail.com

Analyn S. Clarin
Graduate School, Misamis University, H.T. Feliciano St. Aguada, Ozamiz City, Misamis Occidental, Philippines

Abstract
Educational videos have become increasingly influential in shaping young learners' language experiences, particularly in early grade levels. This case study investigated the experiences of Grade 2 learners as they engaged with Blippi educational videos, explored how learners perceived the videos' role in their English language learning, and understand why learners' respond to Blippi videos the way they do. The participants were a teacher and sixteen purposively selected Grade 2 pupils from a public school in Tudela, Misamis Occidental. Data were collected through focus group discussions using an interview guide and analyzed using Yin's approach. It revealed eight themes: joyful learning through playful engagement; navigating English across home and school contexts; connecting video content to real-life actions; ease and enjoyment in learning words; vocabulary and spelling development; extending learning beyond the screen through sharing and application; experiencing enjoyment and visual stimulation; and developing understanding through clear and memorable language. Findings indicate that Blippi videos promote multisensory, enjoyable, and socially shared learning experiences that support vocabulary acquisition, spelling development, and motivation. It highlights their potential as effective supplementary tools in early English language instruction. It is recommended that schools, parents, policymakers, and community partners utilize resources like Blippi videos to enhance English language learning, while future studies may examine long-term or quantitative impact.
Keywords: Blippi, Educational Videos, Language Learning Experiences, Playful Engagement, Vocabulary Development

Introduction

The use of technology, such as smartphones, is a habit among young learners. Technology allows vocabulary learning, pronunciation practice, building reading routines, and improving comprehension (Chenda et al., 2024). Part of technology is the convenient access to videos, like those shared on YouTube. Among elementary students, YouTube was

concluded to have proven efficacy for incremental interest and literacy skills (Nafilah & Sakti, 2022).

In language learning, technology has influenced traditional flashcards and oral dictation for mastery, imitation, and rote learning. Applications like *Quizlet*, *Quizizz*, and *Kahoot!* serve as an assessment tool for an engaging and collaborative style. *Duolingo*, *Babbel*, and *Rosetta Stone* are self-paced applications to facilitate language learning. Another platform for language learning is YouTube, which is considered as a video-based sharing media. Daeli and Santosa (2025) studied increased independence in language learning on YouTube. It highlighted YouTube's capability to provide authentic language exposure, strengthen motivation, and serve diverse proficiency levels and interests. Commitment and content understanding are supported by taking down notes, pausing, and enabling subtitles. Language is actively applied by participating in the comments section. Imaniah et al. (2024) affirmed communication and vocabulary skills acquisition in the YouTube Kids Channel based on parental perception.

Imaniah et al. (2024) ranked that one of the popular channels in YouTube is *"Blippi - Educational Videos for Kids"* with 23.6 million subscribers (as of March 2025) and around one thousand videos. Generally categorized as educational videos, Khomysahak (2024) described Blippi videos as an American-oriented channel with Blippi as the kids' confidante. In the vlog, Blippi is seen exploring farms, zoos, and museums while playing, dancing, or learning. Children are given a practical, real-world understanding to widen their vocabulary. Words introduced by Blippi videos are flashed and spelled out on the screen.

Blippi videos are primarily accessed through YouTube, Amazon Prime Video, Netflix, and Hulu. The videos present graphics, songs, and animations, while integrating subject areas like science through experiments, Math by counting objects, and English through letters and words. Mazo's (2023) study revealed that online educational videos (e.g. Blippi) affect acquisition of pronunciation, vocabulary, and comprehension. By watching these, a child obtains and organizes new information to be analyzed based on reality. On a parental perspective, Bhatti et al. (2021) labeled Blippi as a language facilitator with its conversational strategy in asking questions. There was observable development in a child's speech by utilizing rhymes.

In the Philippines, research on YouTube educational videos has been conducted, but remains narrow in scope. For instance, Ules et al. (2022) examined how Cocomelon contributed to phonology, pronunciation, and vocabulary acquisition among children in Maguindanao. However, studies did not extend to other aspects of language learning, such as spelling. Most existing research has concentrated on fundamental language domains such as reading comprehension, phonetics, and phonemic awareness. These areas are widely explored because they are essential components of early literacy development. However, there is limited localized research on the other language domains and the experiences of learners, which are equally crucial in language acquisition and literacy skills.

In the Tudela District, Division of Misamis Occidental, the school follows the Department of Education's mandated start and end-of-school-year reading assessments such as Early Grade Reading Assessment (EGRA), Comprehensive Rapid Literacy Assessment

(CRLA), and Philippine Informal Reading Inventory (Phil-IRI). For the past years, struggling readers have still been identified. In one of the public schools in the Tudela District, among Grade 2 learners for SY 2024-2025, forty-four percent are classified as “transitioning readers” in Sinugbuanong Bisaya and eighty-nine percent in Filipino. These readers are almost grade-level ready and can improve with the proper remediation. However, there is a decline in performance at the beginning of School Year 2025-2026. Based on the mother tongue reading profile, eighty-three percent are low-emerging readers, and sixty-five percent are in Filipino. Categorized as red, “low emerging readers” are described as readers displaying difficulties in letter-sound recognition, blending, decoding simple words, and reading grade-appropriate texts. They need immediate remediation (Department of Education, 2025). In the classroom, the use of English and Filipino educational videos has been practiced across subject areas. However, exposure remains limited as videos are oftentimes briefly embedded in PowerPoint presentations. This study explores the experiences of learners with Blippi videos to evaluate their potential as pedagogical intervention for mitigating the increasing cases of struggling readers.

With the increasing use of digital educational content among young learners, educational videos such as Blippi videos have become a common supplementary learning tool for children. Despite their popularity, there is limited empirical research that explores how young learners themselves experience and make meaning of learning through such videos, particularly in the context of language development.

This study seeks to explore the experiences of Grade 2 learners as they engage with Blippi videos. Specifically, it aims to understand learners’ experiences; how they perceive the role of these videos in their language learning; and why learners’ respond to Blippi videos in certain ways.

Statement of the Problem

This study explored the experiences of Grade 2 learners in watching Blippi videos. Specifically, it aims to answer the following research questions:

1. What are the experiences of Grade 2 pupils as they learn through Blippi educational videos?
2. How do learners perceive the role of Blippi videos on their language learning?
3. Why do Grade 2 learners respond to Blippi videos in the way they do during language learning?

Significance of the Study

This study can contribute to early childhood education by examining the impact of Blippi educational videos on language learning. As digital media becomes increasingly integrated into learning environments, understanding its effectiveness in language development is essential for educators, parents, and policymakers. This study can provide valuable insights into whether Blippi videos serve as an effective supplementary tool for enhancing young learners' language development, particularly in the Philippine context where limited research exists on this topic. Furthermore, the findings may guide teachers in incorporating digital resources into literacy instruction, helping them adopt innovative and engaging strategies for language learning. Parents may also benefit by making informed decisions on utilizing educational videos as part of their children's learning experiences. In

addition, the results of this study may serve as a basis for the development of community extension initiatives, particularly in partner communities experiencing challenges with struggling readers. The findings can inform the design of contextualized reading tutorial modules that integrate video-based learning strategies, thereby supporting community-based literacy interventions. Through this, the study contributes not only to academic discourse but also to the implementation of responsive and evidence-based programs aimed at addressing reading difficulties among young learners. Thus, this study may serve as a foundation for future research on the role of digital educational content in early literacy development, addressing the existing empirical gap and promoting evidence-based approaches in education.

Research Methodology

Design

This study employed a qualitative approach using a case study research design to examine the experiences of Grade 2 learners in engaging with Blippi educational videos. Creswell (2012) described a case study as an in-depth inquiry on a bounded system such as an activity, process, events, or individuals. This study limits the setting, participants, and context. Data were collected through focus group discussions, allowing participants to share their perspectives and realizations collaboratively. This approach ensured a rich and holistic understanding of the case, highlighting not only what learners gained from watching Blippi videos but also how these experiences influenced their learning and everyday practices.

Setting

The study was conducted in one of the public elementary schools in the division of Misamis Occidental, Philippines, under the Tudela District. It is situated in a coastal barangay in the municipality. Based on the pre-reading assessment by the Department of Education, the data revealed struggling or frustrated readers in this area. Along with Math, English had a low mean percentage score during the pandemic. Further, the class utilized English and Filipino videos embedded on PowerPoint presentations based on their lessons.

Participants

The participants of the study were the class adviser and 16 Grade 2 learners in a regular curriculum for School Year 2025 - 2026 selected through a purposive sampling. Learners' age ranges from 7 - 15 years old, while the teacher-participant is 41 years old. With the recent implementation of DepEd's MATATAG curriculum, learners belonged to key stage one learners, where among the focused sub-language domains are vocabulary and word knowledge. Its grade level standard targeted comprehension and vocabulary to be applied in conversations and content learning. On this level, English was gradually introduced as a learning area, where it was the medium of language utilized in Blippi's videos.

Instruments

Blippi Videos. The study employed three Blippi videos from the primary YouTube channel for Blippi videos— *Blippi– Educational Videos for Kids* and *Moonbug Kids – Animal for Kids*. The videos are (1) Blippi Visits Tanaka Farm | Healthy Eating Videos for Kids | Educational Videos for Kids (50:25); (2) Blippi Visits Discovery Children's Museum (1:02:09); and (3) Baking with Blippi | Food Videos for Kids | Educational Videos (21:44). These videos, uploaded within the last five years, were diversely chosen to match the learning competencies for 2nd Grade.

The materials were evaluated by the selected public school's principal, school head, and 2nd grade adviser. The instrument was adopted from the DepEd Order No. 24, s. 2023, "Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs". The rating sheet for video and audio recordings served as a checklist with yes-no indicators divided into factors labelled as (1) content; (2) format/technical design; (3) presentation and organization; and (4) accuracy and recency of information. Per guidelines, each material received a "yes" on all indicators in every factor to pass. For the material to be recommended, all factors should have a passing mark, which all videos received.

Interview Guide. Data for this study were collected using an interview guide, designed to explore the lived experiences of Grade 2 learners with Blippi educational videos. The interview guide was validated by experts in language learning, pedagogy, and qualitative research to ensure clarity, relevance, and appropriateness for the participants' age and developmental level. It was structured into three parts: opening questions, which helped establish rapport and ease participants into the interview; core questions, which focused on the learners' experiences, perceptions, and interactions with Blippi videos; and closing questions, which allowed participants to reflect on their overall experience. The questions were administered in Cebuano (Native Language). This structure ensured that the interviews were systematic yet flexible, allowing participants to freely share their thoughts while providing the researcher with rich and meaningful data for analysis.

Data Gathering Procedure

After securing approval to conduct the study from the Graduate School Dean, the researcher secured a certificate from the MU Research Ethics Committee. A letter of request to conduct the study was addressed to the Misamis Occidental Schools Division Superintendent and School Principal. When approved, the researcher distributed consent and assent forms to parents and learners in an orientation session. The forms were retrieved after a week.

Those who agreed to participate in the study watched pre-downloaded Blippi videos from YouTube in a period of two weeks for 30 minutes. These videos were uploaded for the last five years, with more than a million views. Although the researcher introduced the videos, the focus was on the learners' experiences through their perceptions, interactions, and reflections.

Participants were invited to a focus group discussion using the prepared interview guide. It ran for about 20-30 minutes. During the orientation phase, participants were reminded of the voluntary nature and confidentiality of the conversation and that it was recorded. They were given opening questions to build rapport, core questions for their experiences, and closing questions. After all the data were gathered, these were analyzed and interpreted.

Ethical Considerations

The researcher distributed consent forms to parents and assent forms for students. School administrators and parents were given an orientation session about the purpose of the study, potential risks, and its voluntary nature. They had an option to refuse to answer questions if they did not feel comfortable. The purpose and benefits of participating were

explained. Refusal to participate in the study did not affect their child's academic performance (e.g., no penalties or exclusion of benefits). If respondents decided to withdraw their participation, then their data will be omitted. Participants were assured of confidentiality and anonymity. Names and identities were not disclosed in the research paper. The data gathered was stored in a locked cabinet. Digital data was stored in an electronic device that only the researcher had an access to. Six months after the possible publication of the study, the data will be deleted permanently.

Data Analysis

This case study is anchored on Yin's approach on data analysis which has six direct steps of planning, designing, preparing, data collecting, analyzing, and reporting as supported by triangulation as means of validation (Yin, 2018, as cited in Azizah, 2026). Focusing on the classroom setting of viewing Blippi videos among Grade 2 learners, this approach allowed a detailed exploration of the how and why of their experiences, which goes beyond describing but logically understanding how the experiences relate to language learning. Yin's approach gave a systematic approach in organizing data from learners, the teacher, and other related literature.

Results and Discussion

Based on the learners' experiences, eight main themes emerged from their responses. These themes are: (1) Experiencing Joyful Learning Through Playful Engagement; (2) Navigating English Understanding Across Home and School Contexts; (3) Connecting Video Content to Real-Life Actions and Responsibilities; (4) Experiencing Ease and Enjoyment in Learning Words; (5) Developing Vocabulary and Spelling Through Guided Exposure; (6) Extending Learning Beyond the Screen Through Sharing and Application; (7) Experiencing Enjoyment and Visual Stimulation; and (8) Developing Understanding Through Clear and Memorable Language.

Experiencing Joyful Learning Through Playful Engagement

Learners found Blippi videos enjoyable because the content aligns with what children naturally love, which is play. At their age, play is an essential part of how they learn, and Blippi's playful personality, energetic movements, and fun interactions make learning feel light and exciting. Whether he explores places like children's museums or aquariums, Blippi presents information in a way that gives the audience an adventure. The videos often feature toys, colorful objects, and hands-on activities, which easily capture the pupils' attention and keep them engaged. Because the learning experience is fun, children become more open to learning new words and ideas without feeling pressured. In addition, the specific recall of how Blippi pronounced the word "corn" suggests attentive listening, indicating that enjoyment enhances focus and supports language awareness during viewing. Responses also emphasizes humor as a central element of engagement. These indicate that enjoyment plays a role in sustaining attention and making the learning experience relaxed and enjoyable.

> *"I feel happy whenever we watch Blippi. His dance moves make me laugh. I like it when "Blippi talks, and the way he says "corn" when he visited the farm."* (P1)
> *"We laugh sometimes. There are funny moments. His actions are funny."* (P4)

Participants demonstrate holistic engagement by linking enjoyment with both entertainment and learning. The appreciation of Blippi's dancing and healthy activities shows that positive emotions are connected to meaningful content, reinforcing the perception that learning can be fun and beneficial at the same time. The emphasis of Blippi's dance and songs as sources of happiness suggest that music and movement significantly contribute to emotional engagement. This response underscores the importance of rhythmic and physical elements in capturing young learners' interest. As supported by the teacher's observation, learning is associated with multisensory input and real-world application. Videos, along with existing teaching methods, can improve learning, compared to videos alone (Noetel et al., 2021).

> *"I am happy whenever we watch Blippi because of his dance. It is very unique... I like everything from Blippi. I love that I am learning."* (P2)
> *"I feel happy when I watch Blippi videos. Blippi dances well, and the songs are excellent."* (P9)
> *"I am reaffirmed that pupils love to learn if they are watching something and they apply it. They enjoy the videos and learn unconsciously." (Teacher)*

The responses also reveal that learning occurs naturally alongside entertainment, particularly through exposure to colors, objects, actions, and English vocabulary. Learning, in this case, involves cognitive and affective dimensions. These statements are aligned to the framework of Mayer's (1997) Multimedia Learning Theory (MMLT). There is a focus on the audio and visual richness of Blippi's content, particularly colors, art activities, and various objects. This indicates that the pupil learns through observation and visual stimulation, suggesting that colorful and varied imagery supports concept recognition and memory, along with emotional enjoyment and learning through vocabulary acquisition. The ability to name specific English words learned from the videos demonstrates that repeated exposure to spoken language in an engaging context supports incidental vocabulary development. The pupil's attention to Blippi's accent and speech style further indicates active language processing.

> *"He dances and does tumbling. He does coloring or art. He mentions different colors. He shows a lot of colorful stuff– fish, animals, or random things."* (P3)
> *"I am happy when we watch Blippi videos. I find him nice, especially his dancing. I like Blippi's English and accent. I observe that Blippi talks fast. Some words that I learned are carrot, red watermelon, hat, bag, and blue. I love Blippi because I really love watching TV. Blippi makes me laugh."* (P14)
> *"The video would really spell out or flash the words on the screen, with the songs and colors. These help them learn. Blippi is a good material because of its applicability." (Teacher)*

Participants also associated the fun they experienced with the movement and sound elements in the videos. Blippi often sings, dances, and uses a playful, child-like tone that makes the content lively and entertaining. His simple and comical actions make the children laugh, helping them feel more relaxed and engaged while watching and lessens cognitive load. These playful features capture their attention and create positive emotions, making it easier for learners to learn new information and stay motivated throughout the video. This is

supported by Teng et al's (2024) findings on the relationship of positive emotions and learning motivation.

The findings imply that joyful, engaging multimedia content plays a critical role in enhancing young learners' motivation, attention, and incidental learning, particularly in early-grade education. The pupils' positive emotional responses to Blippi's dancing, humor, music, and expressive delivery suggest that emotional engagement is not merely an outcome but a catalyst for learning, supporting the principles of Engagement Theory and Multimedia Learning Theory. When learners experience happiness and enjoyment, they are more likely to sustain attention, process information actively, and retain new vocabulary and concepts. This implies that teachers and curriculum designers should intentionally integrate developmentally appropriate, playful, and multimodal instructional materials that combine visual, auditory, and kinesthetic elements. Moreover, educational media should be thoughtfully selected and guided to ensure that entertainment aligns with learning objectives, allowing media-based instruction to support language development, concept understanding, and positive learning attitudes.

Navigating English Understanding Across Home and School Contexts

Since the study was conducted in a province in Northern Mindanao, most children primarily speak Cebuano at home and in their community. Because Blippi's videos are entirely in English, they provide learners with valuable exposure to a second language that they might not frequently hear outside school. For some children, these videos become one of the few consistent sources of English input, especially when family members prefer speaking Cebuano. As a result, Blippi serves as a bridge that helps learners navigate between their home language and the English used in school. Most pupils used Cebuano or Tagalog in speaking at home and relied on Blippi videos to bridge their exposure to English. Participants described a multilingual environment, sporadic and socially-driven rather than systematic use of English at school, and language divide at home and school. English exposure is context-dependent, making multimedia content an important bridge for consistent language input. A participant shared a noticeable improvement only after regular viewing of Blippi educational videos. This suggests that lack of English input at home can delay familiarity unless supplemented by accessible media. However, a pupil reports being the only English speaker at home, indicating limited opportunities for conversational practice. However, understanding Blippi's English suggests that video-based input compensates for the absence of interpersonal English interaction.

> *"Our language at home is Bisaya. I am familiar with Blippi even before. I watched it once on YouTube... I speak in English with my cousin, who imitates people who speak in English from the videos we watch… There are times we only watch Tagalog movies. We rarely speak in English at school." (P1)*
> *"My Mom does not speak English, only Tagalog. In school, I speak in English. When I converse with friends, we sometimes speak in Tagalog. Every day, we get to watch Blippi videos and become familiar with English words."* (P6)
> *"Before the videos, I could rarely hear English words. We only knew a few English words before, but now it is okay."* (P7)
> *"The only person who speaks English at home is me. Nobody else. Blippi speaks in English, and I can understand him."* (P9)

"My students use English in the classroom. I can hear them speak in English, but not fluent. They don't really speak in a straight English sentence when conversing with friends." (Teacher)

These responses illustrate how home language environments significantly shape early English exposure, often limiting opportunities for consistent language input. Studies confirm that children from non–English-speaking households rely heavily on school and media for second language acquisition (Sundqvist & Sylvén, 2021; Kim & Lee, 2023). Without regular conversational use, comprehension development depends on alternative sources such as educational videos that provide repeated and contextualized language exposure. This highlights the role of digital media as a more accessible and engaging source of language exposure for young learners. In a study, English learning videos were found to be highly effective, helping learners strengthen their language proficiency, improve word recognition, and expand their vocabulary. Language proficiency showed the most remarkable improvement (Monteverde, 2025).

Despite overall understanding, pupils highlight specific linguistic challenges. Because English is not their primary language at home or in school, some pupils struggle to keep up with Blippi's pace, pronunciation, and unfamiliar vocabulary. At this stage, children still face several linguistic challenges. Their curiosity often leads them to ask adults about the meaning of unfamiliar words, especially when Blippi introduces technical terms. Although Blippi tries to explain these difficult words, some pupils still find them hard to understand. Another challenge is his fast-speaking pace. In school, teachers usually speak slowly, emphasize each sound, and repeat key words, which helps young learners follow along. Because the videos move at a quicker pace, understanding everything becomes harder for some pupils. This shows that comprehension plays a major role in shaping their overall viewing and learning experience.

"I want a normal speaking speed for Blippi. He talks fast when he watches TV." (P3)
"Some words in Blippi are difficult." (P11)
"I do not like it when Blippi talks fast." (P13)
"I observed that some words are kind of difficult with a lot of syllables, like photosynthesis and thermometer. We do not have a science subject yet. It is introduced in the 3rd Grade. Words like apple and scrub are good. They are used in class. Just those lengthy words. (Teacher)

Negative linguistic effects of watching YouTube videos were outlined in a literature study by Julianto and Qamariah (2023). First is the concern on the quality or standard of English used in videos. With the volume of videos online, contents may lack validation from language or pedagogy experts, and then given the generalized label of an educational content. In cases where subtitles are provided, it may lead to translation dependence which hinders mastery of the language. Multimedia learning environments allow learners to rely on visual cues, gestures, and contextual clues to support meaning-making (Mayer & Fiorella, 2021). Research shows that partial understanding is a natural stage in second language acquisition and can still contribute to vocabulary growth and listening skills when exposure is frequent and engaging (Peters & Webb, 2022; De Wilde & Eyckmans, 2023). Despite

challenges, recent studies affirm that engaging multimedia content effectively bridges language gaps between home and school contexts (Zhang & Zou, 2022; Chen & Hsu, 2024).

Connecting Video Content to Real-Life Actions and Responsibilities

Blippi becomes relatable to the learners because many of the actions he performs mirror the responsibilities they already carry at home, especially household chores. At this age, children are beginning to participate in simple tasks such as cooking, cleaning, or helping take care of pets. These are activities they also see Blippi do in his videos. This connection between what they watch and what they actually do helps them see learning as practical and meaningful. The familiarity of these real-life actions makes the videos feel more engaging and relevant, allowing children to understand that learning does not only happen in school but also in their day-to-day responsibilities.

Children identified with Blippi's cooking, cleaning, and farm tasks, applying them to their own daily lives. Participants' shows direct transfer of learning from video to daily life, particularly in cooking and washing dishes. This indicates that observing Blippi's demonstrations supports practical skill acquisition through modeling. Engaging in household chores suggest that exposure to similar activities in videos reinforces responsibility and self-efficacy at home. This transfer is expanded by describing helping behaviors beyond household tasks, including caring for pets and feeding animals. This response reflects value formation and the internalization of prosocial behaviors modeled in the videos. Moreover, a participant emphasized kindness during Blippi's cooking segments, highlighting that pupils not only learn tasks but also absorb social and emotional values conveyed through the presenter's actions and tone. Further, upon the study on the role of YouTube kids on socialization, Hussain et al (2022) deduced that there is a significant relationship on watching videos and healthy eating. However, there is contradiction in testing the significant relationship in terms of cleanliness.

Children are messier and disorganized the more they are watching YouTube videos.

> *"I like it when Blippi tries cooking. I know how to wash dishes because of Blippi. (P9)*
> *"I am inspired to help with household chores,* e*ven with taking care of pets*, *and feeding chickens."* (P8)
> *"Whenever he is cooking, I like him because he shows kindness."* (P5)
> *"Blippi is healthy. He cooks healthy meals." (P2)*
> *"The things presented in the video are present in the real world. They can apply their learning." (Teacher)*

These responses demonstrate how educational videos can facilitate learning transfer, where observed behaviors are imitated and applied in real-life contexts. Research shows that video modeling effectively supports children's acquisition of practical skills and prosocial behaviors when actions are clearly demonstrated and emotionally engaging (Huang et al., 2024). Observational learning theory supports this process, while recent studies confirm that multimedia content grounded in everyday routines enhances children's sense of responsibility and empathy (Kervin et al., 2021). Participants' responses reflect the kind of households they are raised in, where values such as responsibility, obedience, and self-discipline are emphasized. The activities shown in the videos mirror these everyday experiences, highlighting learning that is practical and grounded in real life. Performing these

tasks requires following steps and instructions, which also supports the development of important skills such as listening, reading, and comprehension. In this way, the videos reinforce both practical life skills and language learning simultaneously.

Experiencing Ease and Enjoyment in Learning Words

Tahmina (2023) reported that YouTube videos support language learners in acquiring vocabulary, improving comprehension, strengthening listening skills, and making the process engaging. Learning becomes more effective when it requires less mental effort, as this allows children to focus and retain information more easily. For young learners, acquiring new words can sometimes feel overwhelming, which is why it is recommended to introduce a manageable number of words at a time. By keeping word learning simple and engaging, children can enjoy the process while using multiple senses of hearing, seeing, and imitating the words, which helps make vocabulary acquisition both fun and memorable.

Learners consistently described Blippi's videos as making English words easier because they hear, see, and imitate them. The manner of presentation of videos reduces learning effort and supports comprehension. Learners attributed ease of learning to the words being displayed on the screen, indicating that visual reinforcement supports understanding and retention supported by statements mentioning that words are spelled out on the screen, showing awareness of written language and the role of visual text in learning spelling. A participant explicitly linked on-screen text to spelling mastery, demonstrating how simultaneous exposure to spoken and written forms strengthens early literacy skills.

"The words I learned from Blippi are not difficult. They are fine." (P1)
"They are spelled out on the screen." (P3)
"The way words are written on the screen helps me. It helps me master spelling. Blippi's use of English is helpful." (P4)

Ease of learning was associated with repeated video exposure, suggesting that familiarity through viewing contributes to effortless vocabulary acquisition. It was reiterated that English words from the videos are easy, reinforcing the perception that multimedia presentation makes language learning accessible. Teacher's observation suggests that video-based learning enhances language skills by drawing attention and integrating vocabulary to real-life contexts. Blippi videos provide both engagement and scaffolding for gradual language growth from a few words. Responses indicated that visual–verbal alignment, such as displaying written words while they are spoken, supports vocabulary comprehension and spelling development. Multimedia Learning Theory explains that presenting information through both visual and auditory channels enhances learning by reducing cognitive load and supporting active processing (Mayer & Fiorella, 2021). Recent studies confirm that on-screen text combined with narration significantly improves word recognition, spelling accuracy, and vocabulary retention among young learners (Peters & Webb, 2022; Suggate et al., 2024).

"These are just easy because we watch them on the video." (P6)
"The words from Blippi videos are easy because they are in English." (P13)
"In a way, it helps their language skills. They are very attentive, especially if they go out. They will recognize the things they encountered in the video. They can listen. They are very focused. It is in English, so if they know 5 words in English, it will increase." (Teacher)

Children found Blippi's tone, voice, child-like speech, and dancing enjoyable, contributing to positive language learning experiences. Blippi's dancing was appreciated, reinforcing the role of physical expression in maintaining interest. Blippi was seen as helpful and relatable, suggesting that perceived social connection enhances engagement. On the other hand, it was noted that Blippi "talks like a child," highlighting the importance of age-appropriate language and tone in making content relatable and describing Blippi as "fun" reflects overall enjoyment, which supports sustained engagement during learning. These responses fostered emotional engagement and motivation. Engagement Theory supports that learners are more likely to participate and persist when they find content enjoyable and socially meaningful. Research supports that child-centered presenters who use expressive language, movement, and relatable communication styles enhance attention, motivation, and comprehension in young learners (Howard & McInnes, 2021; Zosh et al., 2022; De Wilde & Eyckmans, 2023).

"He dances well." (P4)
"Blippi is helpful and relatable." (P5)
"Blippi talks like a child, which makes it relatable." (P8)
"He is fun." (P14)

Acting and imitating in ways similar to Blippi helps make language learning easier and more engaging for the children. By copying his tone, voice, and accent, learners can practice pronunciation and intonation naturally, which supports their overall language development. These responses highlight that elements such as voice, accent, and playful movement can enhance learning. In particular, connecting language to dancing and other fun actions allows children to internalize words and phrases more effectively.

"Blippi is playful while dancing." (P3)
"His accent and voice are appealing." (P2)
"Blippi's English is good to listen to." (Teacher)

Developing Vocabulary and Spelling Through Guided Exposure

For young learners, mastering new vocabulary can sometimes feel overwhelming, but Blippi videos make learning English words accessible, manageable, and enjoyable. Children shared that hearing the words, seeing them spelled out on the screen, and being able to imitate them made learning easier and less stressful. Vocabulary knowledge is essential for developing both receptive and productive language skills, while spelling provides a foundation for sound-letter recognition and word formation. Together, these skills help learners read, write, and communicate more confidently in English. By combining auditory and visual support with a playful and engaging presentation, the videos allowed learners to grasp words more quickly, retain them better, and feel confident in their ability to practice and use English. This positive, supportive approach not only encouraged repeated engagement but also made vocabulary learning a fun and meaningful experience for Grade 2 learners.

Children described learning many new words, from everyday objects to advanced terms through repeated exposure. From the responses, a participant demonstrated vocabulary growth by recalling both every day and academic terms such as photosynthesis and green beans, indicating exposure to varied conceptual domains through video content. Another participant identified learning words such as photosynthesis, recipe, and saddle,

reflecting acquisition of vocabulary related to science, daily activities, and objects, which suggests contextualized learning. A participant recalled common food items which indicated reinforcement of familiar vocabulary through repeated exposure and visual support.

"I learned about the words photosynthesis and green beans." (P1)
"The words I learned are photosynthesis, recipe, and saddle." (P2)
"I learned the words pepper, banana, and orange." (P5)

Participants described how Blippi videos helped them learn many new words, ranging from everyday items to more advanced terms such as photosynthesis and saddle. Hearing and seeing the words repeatedly made words easier to remember. A participant mentions words such as sheep, rinse, and zigzag, demonstrating learning across categories including animals, actions, and descriptive terms. On the other hand, a participant also lists carrot, yellow, and watermelon, showing that color and food-related vocabulary are easily acquired when visually demonstrated. It was observed that learning vocabulary is associated with Grade 2 learners' interest, including colors, fruits, and animals. Pupils acquired a wide range of vocabulary, from concrete nouns to abstract and academic terms, through repeated exposure in meaningful contexts. Research confirms that video-based learning supports vocabulary growth by presenting words within rich visual and situational contexts, enhancing comprehension and recall among young learners (Peters & Webb, 2022; Chen & Hsu, 2024). The inclusion of both simple and complex terms aligns with findings that children can acquire advanced vocabulary incidentally when supported by multimedia cues (De Wilde & Eyckmans, 2023).

"I learned the words sheep, rinse, and zigzag." (P7)
"Here are the words I encountered: carrot, yellow, and watermelon." (P13)
"Blippi matches the interests of the learners because they learn something, especially words." (Teacher)

The learners also highlighted that the videos helped them improve their spelling with children noting that seeing the words on the screen while Blippi said them aloud made learning easier and more enjoyable. Learners explicitly linked Blippi to their improved spelling. These responses illustrated that simultaneous exposure to spoken and written words strengthens spelling skills by reinforcing letter–sound correspondence and orthographic memory. Multimedia Learning Theory explains that presenting information across dual channels facilitates active processing and reduces cognitive load (Mayer & Fiorella, 2021). Empirical studies show that young learners' spelling accuracy improves when words are repeatedly heard and seen in meaningful contexts (Suggate et al., 2024; Nation & Webb, 2022).

"Listening reminds me to spell." (P3)
"It helps me master spelling." (P4)
"Blippi helps us with our spelling when words pop up on the screen." (P13)
"Their spelling skills have improved. Something new is added. It is because words are flashed on the screen. In the alphabet, they can familiarize letters." (Teacher)

Language development among children through YouTube videos, particularly in word meanings, letter sounds, and construction of sentences, influences children. Improvements

in vocabulary and grammar skills were also observed by parents (Kilag et al, 2023). Repeated exposure to the words, along with the visual and auditory cues in Blippi videos, helped learners make connections between sounds, letters, and meanings, making both spelling and vocabulary easier to grasp. Many children also showed increased confidence, taking pride in being able to spell words correctly and use them in everyday situations. Watching and interacting with the videos turned English learning into a fun and engaging experience, where pupils felt motivated to participate, repeat words, and apply what they learned in meaningful ways. In this way, Blippi's videos were more than just entertaining; they became a practical and effective tool for language learning, helping children build their vocabulary and spelling skills naturally.

The findings imply that early vocabulary and spelling instruction can be significantly enhanced through guided multimedia exposure that combines spoken language with visual text. When pupils repeatedly see and hear words in meaningful contexts, they develop stronger orthographic awareness and confidence in spelling, even for complex or unfamiliar terms. This suggests that teachers should integrate educational videos strategically into literacy instruction, pairing them with spelling activities, word discussions, and practice tasks. Such approach supports differentiated learning by allowing pupils to acquire vocabulary at their own pace while maintaining high engagement and positive learning experiences.

Extending Learning Beyond the Screen Through Sharing and Application

Children did not only enjoy watching Blippi videos for themselves, but they also wanted to share what they learned with others. Many learners expressed excitement in recommending the videos to friends, siblings, and family members because they saw the educational value in the content, and wanted others to benefit from it too while accentuating the social nature of learning. At the same time, they found ways to apply the new words and concepts in their daily lives, whether at home, at school, or while playing, demonstrating that their learning extended beyond the screen and became part of real-life experiences. Participants demonstrated that the learning experience is valued and worth sharing. It gave them a sense of responsibility and recognition of its educational value, while pursuing learner advocacy and social motivation.

"I will ask my friends to watch Blippi." (P1)
"I will share Blippi videos with my younger siblings." (P4)
"I hope my siblings and cousins will watch Blippi." (P5)

Their answers reflected motivation and peer-driven dissemination of learning resources, encouraged the roles of family engagement in extending learning, even though intergenerational engagement and shared learning experiences. Learners are described by the teacher as active learners who reinforce teaching. Parental engagement was noted not as observers but participants of the learning process. From a language development perspective, sharing videos encourages discussion and practice of new words and phrases, reinforcing language learning.

"I will share the video with my friends." (P6)
"I will encourage my family to watch Blippi." (P9)
"My Mom will watch it too." (P11)

"At home, they can teach their sibling, even their parents or mothers. Some parents even share with me that, for example, the word photosynthesis, they can share an explanation of the word." (Teacher)

The plan to use newly learned words with friends, suggests immediate transfer of learning to peer interaction. To use the words in school reinforce and indicate confidence in applying vocabulary in formal learning contexts. Participants expands application to home, play, and school, reflecting flexible and contextualized language use and integration. The teacher described their responses as a transfer of learning in multiple settings. Language learning is repeated across various contexts and integrated in social interactions.

"These new words can be used with my friends."(P6)
"I can use the words at school."(P9)
"I can use the words at home, when I play, and go to school." (P15)
"I will use the words I learned at home and with the places Blippi visited." (P13)
"The words that pupils learn can be applied at home or in the classroom. They may encounter those words again." (Teacher)

In watching Blippi videos together, Wolf and Tomasello (2020) labelled this as shared experiences. It is crucial in cognitive development in addition to social development and social relationships. Pupils view learning through Blippi as socially meaningful and valuable enough to be shared. Research shows that when learners voluntarily recommend educational content, it reflects high engagement and perceived usefulness (Kumpulainen & Sefton-Green, 2023; Hobbs & Coiro, 2021). Social sharing of learning materials strengthens motivation and deepens understanding through discussion and joint attention, particularly in family and peer contexts (Takeuchi et al., 2021). Studies confirm that transfer is strengthened when learning materials are meaningful, contextualized, and socially reinforced (Huang et al., 2024; Zhang & Zou, 2022). Using new vocabulary in authentic settings supports retention and communicative competence, especially for young learners (Nation & Webb, 2022).

The findings align strongly with Engagement Theory, which emphasizes learning through meaningful interaction and social involvement. Pupils' willingness to share videos and use new vocabulary reflects emotional and behavioral engagement beyond individual viewing. Multimedia Learning Theory further explains how strong mental representations formed through visual and auditory input enable pupils to apply learned language in new contexts. Together, these theories explain how engaging multimedia content fosters both knowledge retention and social transfer of learning (Mayer & Fiorella, 2021; Kumpulainen & Sefton-Green, 2023).

The findings imply that learning through educational media can extend beyond individual screen time into social interaction and real-world language use. When pupils are motivated to share learning resources and apply newly acquired vocabulary across home, school, and peer contexts, learning becomes socially embedded and sustainable. This highlights the importance of selecting multimedia content that encourages discussion, sharing, and application. Teachers and parents should capitalize on this by promoting guided viewing, follow-up conversations, and opportunities for learners to use new language in authentic situations, thereby maximizing the long-term impact of media-based instruction.

Experiencing Enjoyment and Visual Stimulation

Blippi videos played an important role in giving positive emotions and sensory engagement in young learners' experiences. At this age, learners are more drawn to toys or materials that captures their interest, typically those that are appealing to their senses. This may be colorful, mobile, or auditory. Pupils repeatedly expressed happiness and enjoyment. Enjoyment appears to reduce resistance to instruction and increase attentiveness. This suggests that learners experience positive emotional engagement, perceive meaningful learning, and have sustained attention while watching Blippi videos. This indicate that multimedia elements may enhance both affective and cognitive engagement in this type learning contexts.

"I am happy when I watch Blippi videos." (P1)
"We enjoy Blippi videos because we can learn something." (P5)
"Blippi makes us laugh." (P7)
"Colorful, lively, and full of music and fun actions." (Teacher)

Many responses reflect fascination with new experiences. Their responses are shaped by exposure to unfamiliar animals, machines, and places, triggering curiosity-driven attention. Blippi videos function like a virtual field trip and expose learners to experiences and contexts that are not readily available in their immediate environment. For young children, limited real-world exposure can restrict schema development; therefore, multimedia content that introduces unfamiliar information helps expand their conceptual understanding of the world. This suggests that the videos contribute to experiential and observational learning, allowing them to encounter new objects and environments safely and accessibly. Further, videos also challenge learners' prior knowledge. This implies that multimedia exposure can promote cognitive restructuring by helping learners compare their local context with international settings. It supports the development of global awareness and cross-cultural understanding at an early age.

"It was my first time to look at a horse."(P2)
"We do not have zebras in here." (P1)
"He rides a tractor and backhoe and it was my first time seeing it." (P4)
"I thought there is no public market in America." (P3)

Children emphasized colors, actions, and displayed words. Thus, their engagement is sensory-based, aligning with developmental characteristics of young learners. The responses indicate that learners' engagement and understanding are strongly influenced by the multimedia design elements of Blippi videos. Visual stimuli play a significant role in capturing attention and supporting comprehension. Bright colors and dynamic text presentation likely help sustain focus and make key vocabulary more noticeable, which is especially important for young learners who rely heavily on visual cues.

"It is because of colors." (P3)
"The words flash on the screen." (P2)
"Colorful backgrounds." (P7)
"Combination of visuals, sounds, movement, and real-life experiences." (*Teacher*)

The teacher's observation highlighting the combination of visuals, sounds, movement, and real-life experiences further implies that learning is reinforced through multisensory input. When auditory elements like music and spoken words, visual features through colors

and text, and physical actions are presented together, they can strengthen memory retention and concept understanding.

Developing Understanding Through Clear and Memorable Language

Many pupils emphasized clarity as it reduces cognitive overload, allowing pupils to follow instruction effectively. Learners' comprehension of Blippi is supported both by their prior language knowledge and by the clarity of the Blippi's delivery. Learners rely on existing language proficiency to access content, while comments on Blippi's speaking skills highlight that clear pronunciation, pacing, and simple vocabulary further facilitate understanding. Educational videos are most effective when they combine accessible language with learners' existing knowledge, making comprehension more attainable. This reinforces the importance of using age-appropriate vocabulary and clear articulation in multimedia resources to support language development and content learning simultaneously, particularly for young learners or those still building their second-language skills.

"I can understand him because I know the English language."(P1)
"He talks well." (P2, P3, and P4)
"Blippi speaks clearly and uses simple words." (Teacher)

Repeated references to flashing words indicate multimodal reinforcement. This implies visual and auditory inputs strengthens memory retention and vocabulary acquisition. Statements from participants indicate that seeing the word while hearing it spoken helps learners make connections between pronunciation and spelling, facilitating accurate reproduction. Further, repeated exposure, coupled with engaging presentation, promotes retention and long-term memory. Therefore, educational videos that integrate visual text with clear oral pronunciation can enhance vocabulary learning, especially for young learners who are developing language skills. This emphasizes the value of multimodal teaching strategies, where pairing auditory input with visual cues strengthens both recognition and recall, making language learning more effective and memorable.

"The words are on the screen." (P3)
"If Blippi says eggplant, I can utter the word." (P5)
"I can remember the words… especially 'watermelon.'" (P2)
"I cannot forget the words." (P2, P6)

Pupils do not passively watch, they imitate and act. This explains their energetic responses during instruction. Learners are not only observing but also actively responding to the content of Blippi videos, demonstrating high levels of engagement and behavioral imitation, following prompts and modeling behaviors as they watch. Learners are also transferring observed activities into real-life contexts, reflecting the videos' influence on motivation and action. Multimedia content that encourages active participation and role-playing can reinforce learning by promoting experiential engagement. When children imitate actions, respond to questions, or attempt tasks shown in the video, they are practicing skills, comprehending routines, and connecting learning to their personal experiences. This notes that educational videos are most effective when they invite interactive responses rather than passive viewing, as this engagement supports both cognitive and psychomotor development in young learners.

"We can answer his questions and do his actions." (P6)
"I want to cook at home like Blippi." (P5)
"I can play with him." (P1)

Conclusion and Recommendations

Blippi videos evoked positive emotions through playful activities such as singing, dancing, and child-like interactions. These experiences gave learners the motivation for language learning. For learners with limited exposure to English at home, Blippi served as a tool to bridge language experiences, despite occasional challenges with fast speech and unfamiliar words. Activities depicted in the videos, such as household chores and caring for animals, were relatable and encouraged learners to actively participate and apply their learning. Multisensory elements like flashing words, colors, and sound effects, combined with Blippi's playful character, reduced mental effort and made learning words easier and more enjoyable. Blippi videos are effective supplementary tools to strengthen language learning. Their repeated auditory and visual exposure to words helped learners acquire both simple and content-specific vocabulary while improving spelling skills. Learners expressed interest in sharing Blippi videos with family and friends, applying their learning in real-life contexts, and reinforcing language development through social interaction and culture of shared learning. By combining entertaining and multisensory elements with exposure to new concepts, the videos not only capture attention and foster enjoyment but also support comprehension, curiosity, and conceptual growth. Blippi videos help young learners understand new concepts through clear and simple language. Interactive elements encourage active participation, allowing learners to connect what they see to real-life experiences. This integration supports comprehension, engagement, and meaningful learning.

Parents and teachers may adopt and adapt Blippi videos as a complementary material that are aligned with the learning competences every grade level. The school administration may address technological concerns like the provision of gadgets for public use and internet availability. Policy makers may suggest policies that strengthen the use of materials like Blippi videos in addressing issues with reading, especially in English. Community extension organizers, such as partner stakeholders, may plan tutorial modules that make use of Blippi videos as supporting reference materials, especially in improving reading and domains in vocabulary and spelling. Future researchers may explore the quantitative effects of Blippi videos, while also considering the demographic profile of respondents. Conducting longitudinal studies to examine their long-term impact on young viewers is also recommended.

References

Azizah, S. W. (2026). The Qualitative Analysis of Theacher's Work Behavior Through Observation in Elementary Schools: A Case Study at SD Negeri 11 Pancung Soal. *Mauve Journal De Leardu*, *3*(1), 17-26. https://doi.org/10.37899/mjdl.v2i4.235

Bhatti, N., Kotut, L., Haqq, D., Stelter, T. L., Saaty, M., Kelliher, A., & McCrickard, D. S. (2021). Parenting, studying and working at home in a foreign country: How international student mothers in the us use screen media for and with their young children: Parenting, studying and working at home in a foreign country. *Proceedings of the ACM on Human-Computer Interaction*, *5*(CSCW2), 1-25. https://doi.org/10.1145/3479584

Chen, Y., & Hsu, C. (2024). Multimedia-assisted vocabulary learning for young learners: Effects on engagement and retention. *Educational Media International, 61*(1), 45–60. https://doi.org/10.1080/09588221.2023.2207603

Chenda, S., Sovannarath, L., & Rachel, V. (2024). Students' Perceptions toward Utilizing Technology to Help Reading Skills: A Case Study of IFL Students in One Public University in Battambang. *Journal of ESP in Indonesia Vol*, *3*(2), 104-114. https://doi.org/10.33369/espindonesia.v3i2.36291

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston, MA: Pearson. 978-0131367395

Daeli, R., & Santosa, S. (2025). Effective practices in enhancing autonomous English language learning through YouTube. English Learning Innovation (englie), 6(1), 65-75. https://doi.org/10.22219/englie.v6i1.37940

De Wilde, V., & Eyckmans, J. (2023). Enjoyment and motivation in young learners' second language vocabulary learning. *Language Teaching Research, 27*(3), 412–430. https://doi.org/10.14746/ssllt.2017.7.4.6

Department of Education. 2023. Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs (DepEd Order No. 024, s. 2023). Department of Education. https://www.deped.gov.ph/wp-content/uploads/DO_s2023_024.pdf

Department of Education. 2025. Supplemental Guidelines on the Implementation of the Literacy Remediation Program (DepEd Order No. 034, s. 2025). Department of Education. https://www.deped.gov.ph/wp-content/uploads/DM_s2025_034.pdf

Hobbs, R., & Coiro, J. (2021). Design features of media literacy interventions. *Journal of Media Literacy Education, 13*(2), 1–15. https://doi.org/10.1111/j.1460-2466.2012.01643.x

Howard, J., & McInnes, K. (2021). The role of play in young children's learning. *Early Child Development and Care, 191*(7–8), 1117–1131. https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9780203075104&type=googlepdf

Huang, R., Tlili, A., & Chang, T. W. (2024). Educational video design and learning transfer in primary education. *Computers & Education, 198*, 104748. https://files.eric.ed.gov/fulltext/EJ1417316.pdf

Hussain, S., Ramzan, I., Ahmed, M. U., & Iqbal, J. (2022). Role Of Youtube Kids Channel In Socialization of Children During Covid-19. *Journal of Positive School Psychology*, *6*(9). https://journalppw.com/index.php/jpsp/article/view/12231

Imaniah, I., Dewi, N. F. K., & Zakky, A. (2024). YouTube kids' channels in developing young children's communication skills in English: Parents' beliefs, attitudes, and behaviors. Ijlecr-International Journal of Language Education and Culture Review, 6(1), 20-30. 10.21009/IJLECR.061.03

Julianto, A., & Qamariah, Z. (2023). A Literature Study on The Negative Impact of YouTube As an English Language Learning Media. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora*, *1*(3), 182-193. https://doi.org/10.59024/atmosfer.v1i3.232

Kervin, L., Verenikina, I., & Rivera, M. C. (2021). Digital play and learning in early childhood. *Australasian Journal of Early Childhood, 46*(1), 1–14. https://doi.org/10.4324/9781315098203

Khomyshak, O. (2024). Creating An English-Speaking Digital Learning Environment For Preschoolers: Linguodidactic Aspect. Creating An English-Language Digital Educational Environment For Preschool Children. Information Technologies and Learning Tools, 99(1), 28-48. doi: https://doi.org/10.33407/itlt.v99i1.5432

Kilag, O. K. T., Heyrosa-Malbas, M., Arcillo, M. T., & Barcena, M. C. (2023). The role of YouTube children's educational videos in enhancing early childhood English language proficiency: An investigation of parental perceptions. *International Journal of Scientific Multidisciplinary Research*, *1*(7), 833-846. https://doi.org/10.55927/ijsmr.v1i7.3545

Kim, H., & Lee, J. (2023). Home–school connections through digital media in early language learning. *Early Childhood Education Journal, 51*, 89–101. 10.1007/978-3-031-69362-5_6

Kumpulainen, K., & Sefton-Green, J. (2023). *Learning beyond the school: Connected learning and knowledge practices*. Routledge. 10.1162/IJLM_a_00091

Mayer, R. E., & Fiorella, L. (2021). *Learning as a generative activity: Eight learning strategies that promote understanding*. Cambridge University Press. https://doi.org/10.1017/cbo9781107707085.001

Mazo, H. (2023). Vocabulary Acquisition of a Four-Year-Old Child Through Piaget's Accommodation Theory. *Psychology and Education: A Multidisciplinary Journal*, *8*(5), 1-1. https://10.5281/zenodo.7876770.

Monteverde, J.L., Oreta, M.C., Espiritu, M., (2025). Effects of English Learning Videos in Improving English Vocabulary of Learners in Pitogo, Quezon. *Psychology and Education: A Multidisciplinary Journal, 50*(3), 339-345. https://doi.org/10.70838/pemj.500310

Nafilah, N. P., & Sakti, A. W. (2022). The effectiveness of using youtube applications as learning media to increase reading and writing interest of elementary school students'. *ASEAN Journal of Educational Research and Technology*, *1*(1), 71-78. https://ejournal.bumipublikasinusantara.id/index.php/ajert/article/view/40/40

Nation, I. S. P., & Webb, S. (2022). *Teaching vocabulary in language learning*. Cambridge University Press. https://doi.org/10.1017/S0261444809005813

Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B., & Lonsdale, C. (2021). Video Improves Learning in Higher Education: A Systematic Review. *Review of Educational Research*, *91*(2), 204-236. https://doi.org/10.3102/0034654321990713

Peters, E., & Webb, S. (2022). Incidental vocabulary learning through viewing. *Studies in Second Language Acquisition, 44*(1), 170–190. https://doi.org/10.1017/S0272263117000407

Suggate, S., Reese, E., & Lenhard, W. (2024). Visual–verbal integration and early spelling development. *Journal of Educational Psychology, 116*(1), 72–86. 10.1016/j.learninstruc.2022.101633

Sundqvist, P., & Sylvén, L. K. (2021). Extramural English and young learners. *System, 97*, 102442. https://doi.org/10.1093/elt/ccy051

Tahmina, T. (2023). Students Perception of the Use of Youtube in English Language Learning. *JOLLT Journal of Languages and Language Teaching*, *11*(1), 151–159. https://doi.org/10.33394/jollt.v11i1.6883

Takeuchi, L., Stevens, R., & Barron, B. (2021). Children's learning across settings. *Journal of the Learning Sciences, 30*(1), 1–36. 10.1162/ijlm_a_00068

Teng, Y., Qi Fengjun, Q., & Liu, X. (2024). Relationship between positive emotion and learning motivation: The mediating role of resilience and the moderating role of social support. Edelweiss Applied Science and Technology, 8(6), 1135-1147. https://doi.org/10.55214/25768484.v8i6.2216

Ules, M. D., Untong, L. P., Untong, D. P., & Mohamad, H. A. (2022). Cocomelon Videos: Its Effects on Teduray Learners' English Language Learning. Psychology and Education: A Multidisciplinary Journal. https://10.5281/zenodo.6964758

Wolf, W., & Tomasello, M. (2020). Watching a video together creates social closeness between children and adults. *Journal of Experimental Child Psychology*, *189*, 104712. https://doi.org/10.1016/j.jecp.2019.104712

Zhang, R., & Zou, D. (2022). Types, purposes, and effectiveness of technology use in second language learning. *Computer Assisted Language Learning, 35*(5–6), 1023–1050. https://doi.org/10.1080/09588221.2020.1744666

Zosh, J. M., Hopkins, E. J., Jensen, H., et al. (2022). Learning through play: A review. *LEGO Foundation Report*. 10.13140/RG.2.2.16823.01447

Zosh, J. M., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., & Whitebread, D. (2022). Learning through play: A review of the evidence. *LEGO Foundation Report*. https://www.ucviden.dk/en/publications/learning-through-play-a-review-of-the-evidence/