

# From Screen Time to Child-Led Story Time: A Case Study on the Influence of Youtube Educational Videos on Early Language Development

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**Abstract:** *The existence of YouTube stands out as the world's largest video-sharing platform, enabling global access to a wide range of educational materials designed for learners of all ages. This qualitative case study explores how YouTube educational videos influence early language development of young children from 5 to 8 years old and the role of parent in mediating and supporting language learning through YouTube. Data were gathered through utilizing semi-structured interview and was thematically evaluated and presented in this paper. Findings revealed that YouTube educational videos commonly watched by children includes Cocomelon, ChuChu TV, Ms. Rachel – Toddler Learning Videos, Nat Geo Kids, Blippi Wonders, The Fable Cottage, and Fairy Tales and Stories for Kids with contents that include science, storytelling, songs and nursery rhymes, arts, and interactive videos. Short clips video formats were mostly preferred by children due to the limited attention span, while other children were also drawn to full episodes and interactive video styles. Moreover, YouTube educational videos significantly influence children's language development in terms of vocabulary, pronunciation, and sentence constructions. Parents' roles were also seen as critical factors in mediating children's exposure to educational content, supervising screen time, and turning passive watching into active learning. Furthermore, the study suggested that educators and caregivers may further enhance language development by incorporating relevant video content into interactive learning experiences.*

**Keywords—** YouTube; screen time; early language development; vocabulary; pronunciation; sentence construction

## 1. INTRODUCTION

With the influx and utilization of technology in this generation, there are emerging channels and avenues that enhance communication, collaboration, and productivity, in a sense that it results in learning that can be easily accessed and shared (Onjewu et al., 2024). The proliferation of social media platforms, the pervasiveness of smartphones, and the advent of ground-breaking technologies like Artificial Intelligence (AI) and the Internet of Things are all indicators of a quickly evolving technological landscape that is redefining our understanding of what it means to be human (Sharma, 2023). In recent years, there has been a significant increase in the usage of information and communication technology (ICT) in schools. This has been motivated by the realization that in order for learners to engage in an increasingly digital environment, they must be proficient in using these tools (Vasallo & Warren, 2018). Hence, teachers are always searching for new technological tools that can improve their students' learning as it enhances many learning opportunities and allows for student comfort (Cartens et al., 2021).

As we explore the vastness of technology that can be integrated in a classroom, several online video streaming platforms emerged to offer educational contents and entertainment. One largely evolving platform is YouTube, which has become the world's largest online video platform in which users can upload, share, watch, and discuss video clips

across the globe (Bardakci, 2019). Among the characteristics that set YouTube apart from other conventional media platforms (such as radio, television, etc.) and significantly impact its ability to attract such a wide following are its free nature, the ability for users to provide comments on the material, and the ability for followers to create their own content (Cihangir & Coklar, 2021). YouTube creates information primarily through multimedia education; when students have a whole experience—that is, when they see, hear, and do—their memory and comprehension skills improve (Pedreira, 2022). Studies revealed the positive impact of YouTube on student learning in the form of enhanced skills, competencies, interest, motivation, engagement levels, or test performance (Shoufan & Mohamed, 2022).

Learners in this generation are tagged as “digital natives” as they grow up surrounded by technologies (Pratama et al., 2020). Similar to adults, young children have been given access and exposure to YouTube educational and entertainment contents. YouTube has been widely recognized as a valuable educational tool for young students, and research has shown that it can help young children become more proficient in English (Listiani et al., 2021). Some researchers like Alhamami (2013) listed guidelines for the observation of language learning videos on YouTube such as its video characteristics, attractiveness, clarity, reaction, and content. Moreover, Alwehaibi (2015) recommended that YouTube should be considered as an effective instructional tool for

developing content learning of English as First Language students and as an important teaching resource in classrooms.

While there are numerous studies highlighting the benefits of YouTube for language learning, there is a dearth on the study impact of YouTube towards child language acquisition for early childhood learners. The studies mainly focus on the usage of YouTube in the classroom and only few researchers were presented on how it is applied at home, under the supervision of the parents, detailing on how young learners respond and retain their learning on what video was shown to them. It is ideal that this study should be contextualized in the Philippine setting targeting Filipino early childhood learners as a variation of the research in the global context with similar focus of this paper.

As we try to delve into the situation on how young learners' language learning are influenced by educational video contents, this study will potentially offer new insights on recent educational trends like employing YouTube in children's learning. In addition, to address potential gaps, this study needs to be realized to benefit not only the learners and teachers, but also provide recommendations and suggestions in the educational field towards creating a curriculum that champions the needs and interests of early childhood learners.

### 1.1 Statement of the Problem

Evident in several studies, the use of YouTube or online educational videos was seen as a significant tool to enhance children's language proficiency and development (Sina et al., 2024; Kilag et al., 2023; Genelza, 2024). However, the increasing prevalence of screen time and YouTube video consumption among young children has raised concerns about its impact on early language acquisition. While screens can provide engaging and educational content, there is a need to investigate how YouTube videos influence language acquisition and development in early childhood. Thus, the purpose of this paper is to gain deeper understanding on the relationship between YouTube video exposure and child-led story time, examining how these digital experiences shape young children's language acquisition and narrative development. This study aims to delve into the perspective of five (5) parents of enrolled early childhood learners in a private school in Molave, Zamboanga Del Sur who exposed their children to YouTube educational online videos.

1. What types of YouTube educational videos are commonly watched by the participants?
2. How frequently do children watch YouTube educational videos?
3. How does frequent exposure of children to YouTube educational videos influence their:
  - 3.1 Vocabulary;
  - 3.2 Pronunciation; and
  - 3.3 Sentence Construction.

4. What role do parents/caregivers play in mediating and supporting language learning through YouTube?

### 1.2 Theoretical Framework

As theories are developed to explain, predict, understand, challenge, and extend existing knowledge and phenomena, they can be used as an effective supporting structure of the study. This study is rooted in Albert Bandura's Social Learning Theory. Bandura's Social Learning Theory focuses on people's learning by imitating or observing others through modelling influences (Koutroubas & Galanakis, 2022). When learning is planned with the help of pertinent models or media, it will be simpler for learners to process the information that will be built into their memories as they process information by observing objects or learning media in their surroundings (Amsari et al., 2024). In the context of this study, social learning theory will become more evident when young children are exposed into an educational video and assess them on what they have observed and learned from the medium.

## 2. RESEARCH METHODOLOGY

This chapter presents the methodologies employed in this study. Hence, the description of the research design selection, targeted participants of the study, locale of the study, research instruments, data analysis, data gathering procedure, and ethical considerations were discussed thoroughly in the succeeding sub-parts.

### 2.1 Research Design

This study examined the influence of YouTube educational videos on the language development of young learners focusing on the aspect of vocabulary, pronunciation, and sentence construction. In addition, the types of educational videos commonly watched by young learners, their frequent exposure to these educational videos, and parental roles were identified in this study. Hence, qualitative case study was selected as a research design.

A qualitative case study is defined by the researcher spending a significant amount of time on-site, directly involved in the case's operations and activities, commenting on and rewriting the meanings of what is happening (Chowdhury & Shil, 2021). Through the use of qualitative case study methodology, researchers can investigate complex phenomena in depth within a particular setting (Rashid et al., 2019). Case study research is appropriate as research design as it focuses on the exploration of a real-life phenomenon bounded by time and place; the shared experiences of heterogeneous participants (Lugo, 2022). Hence, qualitative case study was utilized as a research design as it thoroughly looked into the in-depth perspective of parents on how YouTube educational videos influence their children's early language development.

### 2.2 Research Environment

This study was conducted in a private school in Molave, Zamboanga Del Sur. It is a school where the chosen

participants can be located, particularly parents of kindergarten learners who are exposed to YouTube educational videos as support for learning. Considerations were also given emphasis in the selection of the research locale including the proximity of the school to the researchers and availability of the participants. The locale of the study became a relevant aspect of this study as it offers a new perspective highlighting the focus of this study.

### 2.3 Research Participants

This paper puts emphasis on parental views and insights regarding YouTube educational videos, this study selected parents of kindergarten learners in a private school in Molave, Zamboanga del Sur. Specifically, five (5) parents of enrolled kindergarten learners in the school year 2024-2025 were selected purposively to ensure that selected participants are those who utilized YouTube and engage their kids on YouTube educational videos. Furthermore, the participants were coded as Parent 1, Parent 2, Parent 3, Parent 4, and Parent 5 to ensure effective presentation of their responses.

### 2.4 Research Instruments

Semi-structured interview was utilized as the research instrument of this study. Semi structured is more effective than other interview formats for qualitative research since it enables researchers to gain insight into detailed data and supporting documentation from respondents while taking the study's focus into account (Ruslin et al., 2022). The researchers prepared several interview questions based on the research questions as a guide in the interview process. Moreover, an audio recorder was also utilized to record the responses of the respondents during the data gathering.

### 2.5 Data Analysis

To supplement the research design of this case study, thematic analysis was employed to assure effective presentation and analysis of the data collected. Braun and Clarke (2006) as cited by Lochmiller (2021) defined thematic analysis as "a method for identifying, analyzing and reporting patterns (themes) within data" (p. 2030). Moreover, thematic analysis includes carefully reviewing and re-reading the transcribed data in order to identify themes that can represent the narratives included in the account of data sets (Dawadi, 2020). All transcribed responses from the data gathered were categorized into themes based on the focus questions of the paper.

### 2.6 Ethical Considerations

Considering the ethical component of research, it is crucial that research ethics be given an emphasis in this paper. The primary concern of the researchers is to provide a detailed briefing and key information about the purpose of the study. Thus, the following rights were considered:

**Informed Consent.** The respondents' consent was taken, and necessary authorization for the use of their data was obtained by presenting approved letters. The respondents

were informed on what the study is all about and how their participation may contribute to the realization of the paper.

**Anonymity.** Instead of using the real names of the participants, aliases and code names were used for anonymity. This will help ensure that the identification and personal information of the participants will not be put at risk.

**Confidentiality.** Information including the names of the participants, their age, addresses, and responses are deemed confidential. Any information given and acquired by the researchers were treated with respect and shall not be disclosed to any individual.

**Proper Citations and Referencing.** Primary and secondary data were used in this study. Utilization of any primary and secondary data from any source were recognized with proper and suitable referencing.

## 3. RESULTS AND DISCUSSION

This chapter presents the findings and results of the analysis conducted in accordance with the desired objectives, the discussion of each result, and the interpretation of the data through thematic coding analysis.

### 3.1 Types of YouTube Educational Videos Commonly Watched by Young Children

A wide array of educational videos can be searched or downloaded online in relation to the fast-paced development of technology. Over the years, YouTube has been providing entertainment to individuals not just for adults but also with young children. It serves as an avenue for parents and their children to explore YouTube not for sole entertainment but for learning opportunities. As parents engage their children into different YouTube educational videos, it is important to note that children's growth and development, including their ability to communicate effectively, their level of activity, their understanding of religious values, and their ability to emulate positive role models, can be positively impacted by appropriate YouTube videos (Sulistyani & Widayati, 2022). Hence, several YouTube channels and some considerations in the selection of educational videos were mentioned in the succeeding parts.

#### 3.1.1 Common Educational YouTube Channels

Various YouTube channels and personalities offer many educational video contents for young learners. Children were first exposed to and began actively accessing YouTube content, including child-friendly songs, using mobile phones virtually daily (Sulistyani & Widayati, 2022). These educational videos match the child's preferences in terms of learning, particularly videos that can be understood easily through the use of English as a language of instruction. The following responses present the different and common educational YouTube channels subscribed and followed by the parents for their children to watch.

*"My son prefers to watch something about discoveries, which is why I often search videos in Nat Geo Kids. Aside from that, he also likes adventure just like what you can see in the Blippi Wonders."* – Parent 1

*"My daughter likes to watch videos with stories, she is very familiar with stories that animals are characters and fairy tales. We can watch these stories in The Fable Cottage and Fairy Tales and Stories for Kids channels."* – Parent 2

*"Ever since she was exposed to YouTube, she usually watches videos with nursery rhymes like in ChuChu TV and Cocomelon."* – Parent 3  
*"He watched different types of YouTube videos but in the educational aspect, he watches Cocomelon videos that is why he is already familiar with different children's songs. He also likes to watch Blippi Wonders."* Parent 4

*"I allow her to watch Ms. Rachel because it is pleasing to hear and at the same time, the content is engaging."* – Parent 5

The YouTube channels mentioned by the respondents have been constantly gaining more subscribers and receiving higher views in their uploaded contents. Nat Geo Kids has 1.1 million subscribers, Blippi Wonders has 6.39 million subscribers, The Fable Cottage has 874K subscribers, Fairy Tales and Stories for Kids, 2.72 million subscribers, Cocomelon has 195 million subscribers, ChuChu TV has 596K subscribers, and Ms. Rachel – Toddler Learning Videos has 15.7 million subscribers. All these channels serve their purpose as they offer different taste in their educational videos. This is supported by the idea Pedreira et al. (2022) that these channels spread educational content and share traits in that they aim to teach young children topics related to daily life in an engaging way and these topics can also be linked to the knowledge that is learned in the early childhood education stage at school.

### 3.1.2. Types of Content

Educational videos viewed and watched by the children are not just selected based on its visual appeal. Considerations should be made when selecting videos that support learning and development of young learners. Instructors can improve their use of videos as teaching tools by taking into account three factors: how to control the cognitive load of the video, how to increase student engagement, and how to encourage active learning from the video (Brame, 2016). Thus, types of content were highlighted below based on the responses of the respondents.

*"My child really likes to watch videos about science like the planets and different discoveries."* – Parent 1

*"Usually, she watches storytelling videos like videos about animals as characters and fairy tales."* – Parent 2

*"She likes to watch videos with songs or nursery rhymes. Especially those videos with alphabets and numbers. She learned to know the alphabet and numbers from those videos."* – Parent 3

*"Based on what I have observed, he likes to watch videos about arts like drawing and coloring."* – Parent 4

*"What she usually watches are interactive videos just like Ms. Rachel. When she watches Ms. Rachel it feels like they are having conversations. There are also questions and singing."* – Parent 5

Based on the responses of the participants, children prefer to watch YouTube educational videos with contents that include science, storytelling, songs and nursery rhymes, arts, and interactive videos. It is also given emphasis that through these videos, children are provided with the opportunity to learn the basics like the alphabets and numbers with animated visuals. In addition, the respondents stated some considerations that they follow in terms of the selection of content such as its appropriateness and its visual appeal to the young learners. These can be supported by the findings of Burhanli & Bangir-Alpan (2021) who identified that appropriateness of content to their interest, popularity, thumbnail image, and reliability of sources are few of the criteria to be considered in selecting YouTube educational videos.

### 3.1.3 Types of Video Format

Videos uploaded on YouTube vary depending on their contents, descriptions, and formats. It can be observed that videos may come in full-length, trimmed into parts or watch-list, and short clips. Video formats in YouTube is one of the aspects that parents should consider as to how learners engage and explore different educational YouTube videos. This is also to consider the attention span of young learners on how much time they can spend in watching the videos. It is predicted that children between the ages of six and seven will be able to focus for more than fifteen minutes at a time (Aprilia et al., 2020). The statements present the responses based on the formats of YouTube educational videos.

*"In the case of my child, it best works for him to watch short clips because it feels like it is easier for him to understand what is in the video."* – Parent 1

*"What she usually watches are short clip videos. 5 minutes is approximately the longest time duration."* – Parent 2

*"Usually, she watches short video clips. Just like in watching videos about drawing, she likes it when she can easily follow what is in the video."* – Parent 3

*"She watches videos in full episodes especially for storytelling. She usually finishes watching the*



*videos regardless of the length of the video.” – Parent 4*

*“The type of video that she watches is Ms. Rachel, which is why she really likes to watch interactive videos. I also observed that she responds to the questions and she tries to imitate what she saw in the video.” – Parent 5*

Based on the gathered responses, the video formats preferred by young learners are short clips, full episodes, and interactive videos. The respondents emphasize the attention span of learners in engaging with videos and in how they respond and understand the content of the video that they are watching. These findings are evident in Hamid & El Samad (2015) who studied that learners prefer to learn in short videos compared to longer videos. Furthermore, Seidel (2024) argued that a video should be as short as possible according to the learners’ attention span as it also prevents the learner from becoming too passive.

### 3.2 Young Children Frequency of Watching YouTube Educational Videos

Given the increasing accessibility of mobile devices and the internet, children are now exposed to digital media at an early age. This early and often access has led to a significant rise in the frequency with which young children engage with online video platforms, particularly YouTube. As one of the most widely used platforms for both entertainment and learning, YouTube has become a regular part of many children's daily routines. Its algorithm-driven recommendations and engaging visual content can encourage prolonged and repeated viewing, making it a primary source of digital exposure for young children. (Zhou et al., 2020). This section presents the frequency with which young children watch educational videos on YouTube including the typical viewing schedules, daily or weekly routines, and any limitations set by parents or guardians crucial in assessing the platform’s role in early childhood learning.

#### 3.2.1 Time Spent on Watching Educational Videos

The amount of time that young children spend watching educational videos is one of the key factors in understanding the impact of YouTube videos on early learning and development (Courage & Troseth, 2016). As YouTube continues to offer a vast array of educational content tailored to young audiences, it is important to examine how much time children actually dedicate to consuming this type of media, specifically on educational videos. Thus, the responses shown in the statements below presents the time spent by children on watching educational videos.

*“There are no certain days that my child cannot get a hold of the cellphone to watch YouTube videos. I have also observed what my child usually watches and it’s a mix of educational and non-educational*

*videos. But if we take note of the hour spent only for educational content it is approximately 1.5 hours.” – Parent 1*

*“My daughter watches YouTube every day. In one day, he watches for about 2 hours. If it’s a weekend, it’s more than 2 hours because there’s no class. But if it’s just an educational video, maybe he only spends about half of that time.” – Parent 2*

*“Every day I always allocate time for my daughter to allow her to watch educational videos on YouTube. It’s about 2–3 hours per day both educational and non-educational content, so he doesn’t get bored. I also monitor what he watches, like Miss Rachel and other videos she can learn maybe about 1 hour or half of the allotted time.” – Parent 5*

Based on the responses presented in statements, it is evident that children predominantly spend a significant portion of their screen time watching YouTube videos. However, the data also reveals that only about half of this allotted viewing time is dedicated specifically to educational content. The findings highlight a balance between learning and leisure, indicating that although parents and caregivers are making efforts to expose their children to meaningful content, entertainment still holds a strong presence in their viewing habits considering children’s short attention span. This is also supported in the study of Adler et al. (2025) which highlights the importance of exposing children with educational videos and entertainment videos to maintain children’s interest in learning through educational videos on YouTube. Thus, findings indicate a significant correlation between exposure to specific content, such as educational videos, entertainment channels, and children’s attention span — where entertainment maintains engagement and educational videos support language and cognitive development.

#### 3.2.2 Schedules and Routines

As technology becomes increasingly integrated into daily life, understanding children's routine and schedule for screen time has become a pressing concern for parents. The widespread availability of digital devices and online content has led to a significant increase in children's screen time, making it essential to examine the factors that influence their screen time habits. Data gathered from parents reveals that several key factors contribute to children's routines and schedules for screen time based on the responses below.

*“Every day after attending school, they immediately watched YouTube videos. One factor why it became their routine is their assignment. I don’t have much time to help them with it and I will just tell them to search and watch their assignment on YouTube. Also, if she doesn’t have an assignment, she still likes to watch YouTube videos. Maybe it’s because of her interest in watching children’s stories.” – Parent 2*

*"If there's a class, she watches YouTube after class and if it's weekend she watches YouTube when she doesn't have anything to do. And one of the reason why I let her have her screen-time during weekdays is her assignment to help her with it and to support her learning." – Parent 3*

*"Every day he goes to YouTube, he watches both entertainment and educational videos. And maybe the biggest factor that I have observed in his routine of watching YouTube videos is the people around him. As long as there are many people in the house, he can't use his cellphone, but as long as our house is lonely, he will be bored and he will just watch videos on YouTube." – Parent 4*

The following responses stated above proves that children's screen-time routines and schedules are influenced by a complex interplay of factors including student's homework, interest, the environment or people around, and the availability of parents. Academic demands, such as homework and assignments that require digital tools or online sources, can drive early learners to spend time on screen, specifically on YouTube. In the study of Shoufan (2022), concluded that YouTube is a rich, free, easy-to-use, and enjoyable source of learning content that supports young children's learning even at home. Additionally, children's personal interests and preferences play a significant role in shaping their screen-time habits and routines, with some opting for educational content and others for entertainment. Hence, children are more likely to engage with content and activities that align with their passions.

Moreover, the environment or people around the child and the availability of parent to spend time with children, including parental modeling and sibling influence, also impact screen-time habits allowing young children to spend more time on screens rather than paying attention to the child. Thus, this poses a significant concern as proven in the study of Wolfers et al. (2024), where parental stress around child screen time and subsequent relational strain with children is affected not simply by the amount of time children spend with screens but by the amount of guilt parents feel over allowing such use.

### 3.2.3 Limitations

A growing recognition among parents of the need to impose screen-time limitations for children was seen as an essential process in maintaining YouTube as a supplement for child's learning. In relation, establishing limitations on screen time is essential for promoting healthy habits and ensuring the well-being of children. This section presents how parents set limitations for children's screen time, including the limitations of the contents, characteristics, and qualities of YouTube videos commonly watched by children. Thus, parents with different perspectives asserted the following as shown in the statements below.

*"I limit my son from watching videos on YouTube. Maybe about 2-3 hours but not in one seating. He can watch for an hour now, then take time rest and continue watching for 1 or 2 hours later. - Parent 1*  
*I limit my son from watching videos on YouTube. Maybe about 2-3 hours but not in one seating. He can watch for an hour now, then take time rest and continue watching for 1 or 2 hours later." - Parent 2*

*"I limit my child to watch YouTube videos for 4 hours, the longest. And we agreed that within four hours, half of it she should prioritized watching educational video content in order to retain her learning." - Parent 2*

*"I will not let him watch the videos that are in a different language than ours aside from English or those videos that his doesn't utter any words, I really won't let him watch that." - Parent 3*

*"Those videos that involve physical violence or inappropriate actions that can be seen and imitated by a child, are off limits for my child. He should not see such content on YouTube because my child might imitate it." - Parent 4*

*"There are times when we cannot fully supervise our child because of work, but as much as possible I set time limitations for my daughter to watch YouTube, only 2-3 hours per day. I also set the mobile phone to be used by my child in restricted mode so that I can make sure that there is no mixture of stupid or rude things that my child might see". – Parent 5*

The findings reveal that parents actively implement various strategies to regulate their children's YouTube viewing habits. Several parents reported setting daily time limits, typically ranging from 2 to 4 hours, with breaks in between to prevent prolonged exposure. For instance, Parent 1 allowed a maximum of 2–3 hours per day, divided into shorter viewing sessions with rest intervals. Similarly, Parent 2 emphasized a structured routine by allowing up to 4 hours, but with a clear agreement that at least half of the time be devoted to educational content to support the child's learning.

In addition to time restrictions, content regulation was a major concern among parents. Parent 3 avoided videos in unfamiliar languages or those without spoken words, aiming to ensure the content was understandable and beneficial. Parent 4 explicitly prohibited access to videos depicting violence or inappropriate behavior, expressing concern that such content could influence their child's behavior through imitation. Some parents also noted challenges in constant supervision, especially due to work demands. Parent 5 addressed this by activating YouTube Restricted Mode on the child's device and setting clear time boundaries (2–3 hours), aiming to minimize exposure to harmful or inappropriate content even during unsupervised periods.

These insights reflect a broader parental effort to strike a balance between allowing digital engagement and safeguarding their children's mental, emotional, cognitive, and language development. This claim is also supported in the study of Maserumule (2025) which highlights the importance of parents using several strategies to monitor children's activities online. In relation, the data gathered emphasizes that active parental involvement through setting time limits, curating appropriate content, and establishing clear screen-time rules plays a significant role in shaping children's digital habits and reducing the potential risks associated with unregulated screen exposure.

### 3.3 Influences of Frequent Exposure to YouTube Educational Videos

The influences of YouTube educational videos to young children does not just revolve around the idea that they watch for the sake of entertainment. Several aspects are also taken into account through these educational videos. As we delve into the attention span of learners in watching educational videos, it is important to note that frequent exposure of students to instructional videos about presumed that attention span is a crucial component of academic achievement, learning retention, and student engagement (Haliti-Sylaj & Hadiku, 2024). Hence, the vocabulary acquisition, pronunciation, and sentence construction of young learners are discussed thoroughly in the succeeding parts.

#### 3.3.1 Vocabulary

Learning a second language is the process by which people develop the capacity to create, remember, and employ words in communication without realizing it (Dewi & Anggraeni, 2023). Children can pick up language and speaking skills quickly, for instance, by listening to adults communicate, chatting to their friends, learning to talk on their own or with toys, and receiving direct instruction from their parents (Arsanti, 2024). In the present, online video platforms such as YouTube provides an opportunity for parents and their children to learn and acquire words from the videos they watch. The more often children listen to English from the media and their parents, the more vocabulary they will receive and remember. These sections discussed the different vocabulary words acquired by children on the different videos and its beneficial aspect on child language development.

##### 3.3.1.1 Identified Vocabulary Words.

As young children engage into YouTube educational videos, it is an integral part of watching that they acquire words which are new, familiar, and unknown to them. These educational videos through its content offer a variety of words that can be learned and used by the learners. Several vocabulary words are identified in this study based on how

these words were acquired by the children and ponder on the meanings of these words. The following excerpt of the responses during the interview highlights the words that are known and familiar to the participants as an influence of watching educational YouTube videos.

*"The words that he acquired from the videos that he watched are 'galaxy', 'stars', 'universe', 'space', 'astronaut', 'igneous', and 'metamorphic'. These words are mostly learned from the Nat Geo Kids channel." – Parent 1*

*"In the video that she watched, just like the story about The Bear and the Bee, the words that she acquired are 'honey', 'beehive', 'buzz off', 'stick', 'swings', and 'sting'. She usually asked what these words mean and later use it in." – Parent 2*

*"The words that she usually used based on what she watched are 'bus', 'wheels', 'color', 'grocery', 'yummy'. She used these words especially if it can be seen just like when she sees a bus, she then points out to the bus." – Parent 3*

*"In watching Blippi Wonders, the words that he acquired are 'paint', 'rainbow', 'art', 'mix', and 'primary colors'. He can also identify the different color like red, orange, blue, yellow, and green." – Parent 4*

*"In the long run of watching Miss Rachel, the words that she learned are 'surprise', 'bubble', and 'blow'. She can also identify the parts of the body through watching Miss Rachel, like the eyes, nose, mouth, shoulder, and head." – Parent 5*

Based on the statements above, the responses of the respondents regarding the vocabulary words acquired by their children are mostly learned from the videos that they are interested to watch and those that they view consistently. For instance, words like 'galaxy', 'stars', 'universe', 'space', 'astronaut', 'igneous', and 'metamorphic' are learned by the child as it continually watches videos from Nat Geo Kids. Children can identify the different colors and body parts because it has been introduced to them in the videos. These findings echoed the view of Dewi and Anggraeni (2023) who posited that children learn words in from their understanding of the questions and videos that they had watched repeatedly and the formation of their ability to name food, fruits, and animals and to name simple verbs and verb phrases in English.

##### 3.3.1.2 Beneficial Aspect of Vocabulary Acquisition from YouTube on Child Language Development

Parents are becoming more aware of the favorable effects of YouTube educational video learning on their children's language development specifically for vocabulary acquisition. They notice that their children are exposed to a variety of new terms and phrases through interactive and entertaining educational videos on YouTube. Better sentence structure, a larger vocabulary, and a greater interest in

communication are frequently the results of this experience. Parental input indicates that regular exposure to age-appropriate content facilitates children's contextual and natural language acquisition. Hence, YouTube can help children expand their vocabulary if parents properly supervise and guide them.

*"It is nice that children are given the chance to watch YouTube educational videos because they can actually learn from it. Especially the words that they heard from it."* – Parent 1

*"YouTube is already there. We have to adapt to it in an appropriate manner. We can see that it is helpful for the children as it improves their speaking and vocabulary skills."* – Parent 2

*"It is true that it helps improve the vocabulary skills of the children. It is something that we can never question. However, it is important to guide children on their access to YouTube because not everything is appropriate for them."* – Parent 3

*"I have observed that she is very proficient in speaking in English, which is why they are called YouTube babies because they adapt and learn that skill from YouTube."* – Parent 4

*"Most of the time, I am overwhelmed by how my daughter speaks in English, especially when she uses terms that are not familiar to me."* – Parent 5

The statement present the beneficial aspect of YouTube in child's language development particularly in their vocabulary acquisition. Parents 1, Parent 3, and Parent 4 emphasized that through watching YouTube educational videos, it contributed to the improvement of vocabulary skills of their children. In addition, Parent 2 and Parent 5 stressed that they observed that their children are very proficient in speaking the English language. These can be supported by the study of Kilag et al. (2023) who posited perceived benefits of watching YouTube educational videos such as improvements in vocabulary and grammar skills, exposure to the English language.

### 3.3.2 Pronunciation

Frequent exposure to YouTube educational videos has become a common aspect of children's learning environments, especially in developing language and communication skills. One notable influence observed is on children's pronunciation. As children repeatedly hear and mimic the way words are spoken by the characters in the YouTube videos frequently watched by children, they may begin to adopt similar accents, intonations, and speech patterns. Gowenlock et al. (2024) asserted that video media could potentially benefit language acquisition by exposing children to new linguistic phenomena in an engaging setting. As such, exposure to YouTube educational videos may both negatively or positively influence children's pronunciation and accuracy, where YouTube serves as an accessible model

for spoken language. In this section, the study explores how consistent engagement with such content shapes children's pronunciation.

#### 3.3.2.1 Imitation of Speech and Pronunciation.

Imitation plays a fundamental role in early language development, particularly in how children acquire language and pronunciation. Young learners naturally mimic the sounds, rhythms, and intonations within the environment, including those from digital platforms like YouTube. Through repeated exposure, children begin to replicate the pronunciation of words as modeled by the YouTube speakers or characters frequently watched. This section presents the various responses of parents on how children's imitation of speech from online educational content, particularly YouTube videos, contributes to their pronunciation patterns and overall spoken language development.

*"When he watches YouTube, I have observed him imitating the way the word was pronounced. For example, "Igneous rocks", for a typical child it's hard for them to pronounce that word, but as time goes by after repetitions on the pronunciation, he was able to pronounce it correctly."* – Parent 1

*"I remember one of the pronunciations that my son is confused to pronounce were the words "Bee and Bear" he gets confused because the word is mostly the same but one depends on how we pronounce it. The word "Bee" we pronounce as something hard and the word "Bear" is soft when pronounced but through imitation he has mastered how to pronounce the two words. Moreover, for instance where the character is big, the way the characters pronounce the words or sentences, the voice is also big. And she also imitates the tone of that character."* – Parent 2

*"My daughter likes to watch Ms Rachel and she likes to imitate how Ms Rachel speaks. And what I have observed from Ms Rachel is that she speaks very lively. That's why when my daughter says "Good morning" she always pronounces it in a very lively manner."* – Parent 5

The responses from parents reveal that imitation plays a significant role on how children develop pronunciation skills through frequent exposure to YouTube educational videos. Children tend to replicate not only the words but also the tone, rhythm, and emotional expression of the speakers or characters they watch. For instance, Parent 1 observed that their child was able to correctly pronounce a complex term like "igneous rocks" through repeated exposure and imitation, demonstrating the value of repetition and clear modeling in educational videos. This suggests that even academically challenging or unfamiliar vocabulary can become accessible when reinforced visually and audibly in engaging ways. Parent 2 on the other hand, shared a case



where their child initially struggled to differentiate between the similar-sounding words "bee" and "bear". Through consistent imitation, the child eventually mastered the subtle pronunciation differences, highlighting how YouTube can support phonological awareness the ability to recognize and produce different sounds in language. This claim is evident in the study of Juma (2021), which emphasizes the importance of developing English pronunciation through animation and YouTube videos.

Additionally, the parent noted how the child mimicked not just the words but also the tone and pitch of characters, especially when a character had a deep or expressive voice, including its intonation, stress, and rhythm. In relation, Parent 3 illustrates how the emotional tone and energy of the speaker can influence a child's expressive communication. This aligns with studies showing that children are more likely to imitate speech when it is delivered in a warm, engaging, and exaggerated manner, which helps capture attention and aid memory (Feldman, 2020). Therefore, the way how language is presented in YouTube videos plays a critical role in shaping not just pronunciation, but also children's enthusiasm and confidence in using spoken language.

### 3.3.2.2 Influences of Child Pronunciation.

In today's digital age, platforms like YouTube have become influential sources of spoken language input for young learners. The way children hear and internalize speech such as the clarity, tone, and repetition of words can significantly impact how they pronounce words themselves (Feldman, 2020). Through repeated viewing and imitation, children are exposed to correct pronunciation, varied intonation, and expressive speech patterns that support their spoken language development. This section explores how the use of YouTube educational videos contributes to shaping children's pronunciation. The statements below shows the significant responses on how YouTube educational videos influence child's pronunciation.

*"Throughout the time he watches YouTube, I could see that there was an improvement in his pronunciation of words." - Parent 1*

*"Throughout his viewing of YouTube educational videos, I can tell that there is an improvement because during our conversation I can see that his pronunciation of words has improved, especially those that are a little difficult for them to pronounce." - Parent 4*

*"My child really likes to watch stories on YouTube. Aside from the pronunciation, I noticed that whenever she retells the story to another child — who is with us at home — the way she retells the story it usually comes with emotions like how the character of the story expresses it. For instance, animals with different voices in the story, she also*

*changes voices when she tells a story to another child." - Parent 2*

*"My son also likes nursery rhymes, so if the song is sung in the video, he will follow it." -Parent 3*

*"Same as what I said before, she usually imitates how Ms Rachel speaks. Her pronunciation was influenced in a way that she imitates how Ms Rachel pronounces the words. Now my daughter is very lively and the way she pronounces the words is more likely the same as Ms Rachel." - Parent 5*

The responses from parents highlights a clear and consistent observation in which YouTube educational videos have a noticeable impact on children's pronunciation development. Parents observed that frequent exposure to spoken language through these videos contributed to both the accuracy and expressiveness of their children's speech and pronunciation. Parent 1 and Parent 4 both emphasized a general improvement in their children's pronunciation over time, particularly with words that are typically difficult for young learners. This suggests that repetition, clear articulation, and consistent exposure in YouTube content support children's ability to mimic and eventually internalize correct pronunciation patterns.

Parent 2 provided additional insight by noting that beyond correct pronunciation, their child also began to use emotional expression and voice modulation when retelling stories. This indicates a deeper engagement with spoken language, where the child not only imitates the words but also the intonation and dramatic delivery of characters in videos. Parent 3 shared how nursery rhymes and songs played a role in shaping a child's pronunciation. Music and rhythm are known to enhance memory and phonemic awareness, allowing children to practice pronunciation in a fun, repetitive, and engaging way. Similarly, Parent 5 noted that children imitate a certain person or personality watched from YouTube that mirrors a child's lively tone and clear pronunciation. This reflects how modeling behavior from the online educational platform, such as YouTube can positively shape children's speech patterns and pronunciation.

Furthermore, findings of the study of Kilag et al. (2023) revealed that parents used a variety of YouTube children's educational videos to enhance their children's language proficiency, vocabulary, pronunciation, and sentence construction. Thus, YouTube educational videos often provide repetitive and visually engaging content, which supports the retention of new words and the correct articulation of sounds. Parent's responses based on the data gathered emphasizes that when children are consistently exposed to educational videos, they tend to mirror the language patterns and pronunciation of the speakers, leading to noticeable improvements in both expressive and receptive language skills.

### 3.3.3 Sentence Construction

Platforms like YouTube have emerged as significant sources of written and spoken language input for young

learners in the current digital environment. Children's sentence construction can be greatly influenced by the complexity and structure of the language they are exposed to, including vocabulary, grammar, and sentence length (Linebarger & Vaala, 2010). Children are assisted in internalizing syntactic patterns and using them in their own speech and writing by the simple, repetitive, and scaffolded presentation of content seen in many YouTube educational videos. Children are more likely to mimic complete and grammatically accurate sentences in their language use when they are often exposed to instructional materials that replicate these structures. Videos can help with comprehension and retention by providing visual aids and contextual cues that reinforce the meaning and purpose of sentence patterns. Over time, this exposure fosters the growth of increasingly complex and cohesive sentence structures. This section examines how children's sentence formation improves when they watch educational YouTube videos on a regular basis. The important responses on the impact of YouTube educational films on children's sentence construction are presented in sections below.

### 3.3.3.1 Child Sentence Construction.

As children utilize digital media more frequently, one of the main factors of language development that is impacted by regular exposure to educational YouTube videos is sentence formation. These videos often use language in a simple, repeated, and uncomplicated manner, making it an approachable model for creating sentences (Linebarger & Vaala, 2010). Regular exposure helps children internalize language patterns including connector usage, appropriate word order, and subject-verb agreement. Children can learn how concepts are arranged and efficiently communicated by watching YouTube stories and educational videos, which frequently utilize complete and grammatically accurate phrases. Additionally, the contextual signals and visual aids offered in these videos help improve understanding and memory, facilitating young learners' ability to mimic comparable phrase structures in their own speech. The impact of educational YouTube videos on children's sentence construction is examined in this section. Following regular exposure to such content, parents' main reactions are shown in statements number 11 below, which highlights the changes in their children's sentence constructing skills.

*"Yes, there has been a change in the way he constructs sentences since he was exposed to educational videos on YouTube. For example, my son watches stories on YouTube and then he retells them to me after the video."* – Parent 2

*"I guess I can say that my child's sentences are structured because he can usually form sentences, even though they aren't very long, usually 1 or 2 sentences at most."* – Parent 3

*"I've noticed that my child can now use the word because. For instance, If I have some questions for*

*her, she will use the word because. I'm sure she must have picked it up from YouTube videos since she keeps watching short English YouTube videos."* – Parent 5

The responses shown in statements reveal that children's sentence formation is significantly impacted by frequent exposure to educational YouTube videos. As a result of watching this type of content, the parents claim that their children have started to use more structured and expressive language. For example, Parent 2 stated that since watching educational YouTube videos, their child has demonstrated an improvement in sentence construction. After watching stories, the child even shows that they can re-tell them, suggesting that they can retain and sequence stories as well as build sentences. Parent 3 noted that their child's sentences are structured even though they are typically brief between one and two sentences. This implies that even while their language is still expanding in complexity, kids who see regular language models on YouTube are picking up the fundamentals of sentence formation. This supports the idea that language formulation skills can be gradually improved through repeated exposure to syntactically sound material, even in brief video formats (Richards & Schmidt, 2013).

Additionally, Parent 5 noticed a particular linguistic development: the youngster has begun to employ the term "because" in reasoning. The child's habit of watching short English-language YouTube videos is directly recognized by the parent. This implies that exposure to the media can help people learn causal language, which is an essential part of more intricate sentence constructions. The use of "because" to justify responses by the child indicates that they have internalized more complex connective language, which is an essential skill for academic and conversational discourse (Gelman & Waxman, 2009). Children can comprehend not just vocabulary but also the practical application of words in suitable circumstances when educational videos feature speech in scenarios that are clear and rich in context.

These results support those of Juma (2021), who highlighted that children can benefit greatly from exposure to YouTube and animated video by developing their written and spoken language skills through clear, consistent, and context-based exposure. Children's ability to make and use sentences can be significantly improved by the interactive and visually exciting character of these films, particularly when the information is age-appropriate, linguistically rich, and regularly accessible.

### 3.3.3.2 Differences in Sentence Patterns and Expressions

Nowadays, children are continuously exposed to a variety of language-input sources, particularly through websites like YouTube. From educational videos to storytelling, these platforms provide a broad range of content that introduces young children to a variety of sentence structures and expressive language usage. Children's language construction and mental expression may noticeably change as

a result of this exposure. The tone and mannerisms of the videos that they often view may impact the expressive styles of certain children, while others may adopt more complex phrase patterns (Anderson & Subrahmanyam, 2017). Through repeated exposure to video content, children can learn to observe and imitate various sentence structures, including the use of question forms, descriptive language, and connectors. However, this might also result in inconsistencies, particularly if the content contains informal or culturally specific language. In response to a combination of effects from different digital sources, children may, for example, utilize phrases or sentence orders that deviate from standard classroom structures or native language norms.

This section examines how children's expressive styles and sentence structure change noticeably as a result of watching educational YouTube videos on a regular basis. Key responses demonstrating how YouTube influences the variety of children's language patterns and expressions are shown in statements below.

*"There are times when my child's sentence construction is awkward because sometimes the words get mixed up. She'll listen and mimic the YouTube videos she watches and then the way she talks will be mixed up."* – Parent 2

*"Yes, sometimes her sentences are mixed because English and Tagalog are mixed. My child is really good at speaking English because he has mastered it from the YouTube videos he watches, but it is also inevitable that Tagalog is mixed because in their room they can only speak Tagalog or English."* – Parent 4

*"My son, I've noticed that he's better at telling stories he's seen on YouTube than his real-life experiences. That's why I think he constructs sentences better when he retells YouTube stories than when he retells his real-life experiences."* – Parent 5

The statements show how YouTube educational videos affect a child's sentence structure, illustrating both the benefits along with challenging outcomes that parents have seen. As stated by Parent 2, their child occasionally makes inappropriate sentence constructions, frequently by copying phrases or word ordering from YouTube videos, which can lead to jumbled or incorrect sentences. This illustrates how children may mimic without completely comprehending the grammatical structure, which can temporarily interfere with the development of natural language. Parent 4 stated that their child's continuous exposure to YouTube content has helped them become proficient in English, but they also pointed out that when English and Tagalog are used interchangeably in communication, sentence building can become jumbled. As noted by Montanari (2020), multilingual children frequently engage in this code-switching, particularly when navigating situations with numerous linguistic influences. When repeating YouTube stories, Parent 5 noted that their child has

better sentence structure than when recounting actual experiences. Consistently exposing kids to well-structured language in educational media implies that the repetitive and structured storytelling in YouTube videos may give kids better examples of how to construct coherent sentences. These findings are consistent with the findings presented by Kilag et al. (2023), who noted that while YouTube videos can improve grammar and sentence structure, they also warn that unsupervised viewing can occasionally result in language confusion or an excessive dependence on patterns derived from media.

### 3.4 Parental Roles in Mediating and Supporting Language Learning through YouTube

YouTube has become an essential resource for educational content with thousands of educational channels available to parents and educators. Children's educational videos on YouTube are increasingly popular among young learners and are a convenient and accessible way for children to learn new skills. English language learning is one area where YouTube children's educational videos can be particularly beneficial. Parents play a crucial role in the education of their children, especially in the early childhood period. They are responsible for providing their children with the tools and resources necessary to develop their cognitive and linguistic abilities (Cohen, 2016). However, parents may not always have the time or resources to provide their children with necessary English language education. YouTube children's educational videos can provide parents with a tool to supplement their children's education, especially in households where English is not the primary language (Kilag et al., 2023).

#### 3.4.1 As Supervisor and Co-Viewer

Parents play an important role in influencing their children's media experiences as co-viewers and supervisors, especially when it comes to digital platforms like YouTube. As guardians, parents control and keep an eye on the kinds of videos that their children see, making sure the material is suitable, instructive, and in line with their developmental needs. As co-viewers, parents may interact with their kids while they watch, encouraging meaningful conversation and joint learning. The collaborative viewing experience fosters active rather than passive content consumption and higher understanding. Parents' varied perspectives on their involvement in regulating their kids' screen usage are highlighted in this section. It emphasizes on how parental roles as co-viewers and supervisors assist and improve their children's language development by providing them with intentional interaction, clarification, and reinforcement both during and after watching YouTube videos, in addition to ensuring safe media usage.

*"Yes, I supervise my child when he watches educational YouTube videos so I can make sure he*

*learns from what he watches and there is nothing vulgar in the videos.” – Parent 1*

*“I also like to watch and be part of my child’s YouTube videos, especially the Nat Geo Kids YouTube channel because it’s really interesting, especially when it’s about scientific discoveries. Not only is my child learning new words like the names of animals, but me as the mother is also learning.” – Parent 2*

*“As a mother, I always check the YouTube videos that my child watches. I supervise her viewing of YouTube videos to make sure that the videos she watches on YouTube are appropriate for her age.” – Parent 3*

It is apparent from the responses given that parents actively and purposefully supervise their child’s YouTube viewing habits. The three parents both emphasized how crucial it is to keep an eye on the content to make sure it is educational and age-appropriate. Notably, some parents find instructional value in co-viewing with their kids. Based on the responses, YouTube serves as a shared experience that encourages parental participation in addition to being a learning resource for kids. This shows that parents actively supervise their children’s media use in order to maintain a balance between safety and intellectual enrichment. By participating in watching and discussing the content consumed by children, parents can build a strong communication bridge and open up space for interactive conversation. This claim is also supported in the study of Dizon, (2020) which emphasizes how Filipino parents actively monitor their child’s YouTube usage by setting rules, co-viewing, and supervising content to make sure kids are only exposed to age-appropriate and educational content.

### 3.4.2 As Facilitator of Learning

In our digitally-driven world, parents are essential learning facilitators, particularly when their children watch YouTube videos or other digital educational content. In order to fulfill this duty, parents must actively direct, encourage, and improve the learning process rather than just provide access to screen media. Parents can help children better comprehend and participate with what they see by choosing age-appropriate content, breaking down complex concepts, and promoting active discussion. Parents can also intentionally facilitate passive viewing to transform it into interactive learning opportunities. This collaborative learning environment fosters language and cognitive growth in ways that are not possible with just independent watching. The responses from parents regarding how their role as facilitators through active participation, reinforcement, and contextual support helps their child’s vocabulary, comprehension, and overall educational development when using YouTube and other digital learning tools are presented in this section.

*“I usually encourage my son after he watches educational YouTube videos by asking him questions about what he watched, especially the words that are repeated in the video.” – Parent 1*

*“Sometimes while my child is watching educational YouTube videos, I pause the videos she is watching and then ask her what the object is so I can make sure she understands what she’s watching.” – Parent 3*

*“My son and I usually talk to him using the words in the video he’s watching, especially those words that are new to him, so he can understand what the word means and how to use it.” – Parent 4*

The responses presented in statements demonstrate how parents actively support their kids’ learning during screen time, specifically when they watch educational YouTube videos. The participants’ statements clearly show that parents actively work to reinforce learning by having meaningful interactions with their kids, assessing their knowledge, and encouraging vocabulary growth. For example, Parent 1 reinforces retention by asking about the video’s content, particularly repeated terms, which promotes recall and critical thinking. In order to provide an engaging learning experience, Parent 3 pauses the film and asks her child to describe the objects, ensuring comprehension. Parent 4 also emphasizes how language learning and practical application are strengthened by incorporating new vocabulary words from the videos into regular conversations. These responses are indicative of a wider pattern in which parental participation turns passive screen time into an opportunity for active learning. The finding is supported by the study of Shoufan’s (2022) who noted that YouTube can be a useful teaching tool when combined with scaffolding and adult supervision. According to the findings, kids gain the most from digital information when their parents are accessible and actively involved in their education, not just watching over them. Therefore, the quality and impact of screen-based learning can be shaped by parents’ availability and effort to interact with their kids during screen time, which can promote deeper comprehension and retention of the educational content.

### 3.4.3 As Learning Monitor and Supporter

When it comes to early language acquisition, parental supervision is frequently essential for children’s interactions with digital information, such YouTube videos, to have educational value. Parents closely regulate their children’s media use in terms of both type and quality since they are learning monitors. Making sure that the content promotes vocabulary development, proper pronunciation, and meaningful sentence structure, supervise on whether it corresponds with age-appropriate learning objectives. Parents can influence their children’s language exposure by finding particular videos or channels that demonstrate appropriate and clear language use. This section outlines the various strategies that parents employ to help their children understand and learn while or after watching educational videos. It gives



experiences of how some parents utilize follow-up conversations to reinforce new language, ask guiding questions to promote critical thinking, or pause videos to explain challenging words. In addition to improving language proficiency, these activities provide a nurturing atmosphere that inspires children to explore and express themselves more confidently.

*"Yes, I set rules for my child when she watches YouTube videos because I decide what videos she watches, but I still mix them in with entertainment videos that she can learn from so she doesn't get bored."* – Parent 3

*"I usually let my son watch YouTube videos and do something so he behaves and does not bother me with my work. But as his mother, I really make sure what YouTube videos he can watch because I really want him to learn something from what he watched."* – Parent 4

*"Whenever my child watches YouTube videos, I only show her educational videos. While she is watching, I usually ask her about the video to see what she understands, or if she is confused by anything presented in the video. As a mother who monitors what my child is viewing, I really encourage her to re-tell what is in the video."* – Parent 5

Based on the responses presented in statements, it is clear that parents actively monitor and encourage their children's learning while they watch YouTube videos. The responses show that parents are not simply letting their child watch passively; they also establish specific rules and employ strategies to make sure their child learns something from the content they are viewing. The results revealed that most of the parents stated that they had a strong control in the kinds of videos their child's view, with a particular preference for instructional ones. Additionally, some parents claimed to have direct conversations with their child while or after watching videos, asking them questions about the content or asking them to retell what they had learned. This finding aligns with Nikken & de Haan, (2015) who noted that parents protect their children by critically observing them, discussing media content, keeping an eye on their online activities, or limiting the content they can access. Furthermore, their study emphasizes that parents who believe that media provide educational or entertainment opportunities are more likely to co-use media with their children or actively discuss the content with them. Thus, the responses provided in statements support the notion that parental participation is essential to improving the child's YouTube learning experiences through interaction, material selection, and monitoring.

#### 4. CONCLUSION

Based on the findings of this study, it is evident that YouTube educational videos play a significant role in young

children's language development, particularly in enhancing vocabulary, pronunciation, and sentence construction. Children are drawn to a variety of content such as nursery rhymes, storytelling, science, and interactive learning, with channels like Cocomelon, Ms. Rachel, and Nat Geo Kids being among the most popular. These videos, especially those with visually engaging and repetitive formats, contribute meaningfully to language acquisition by providing children with rich, contextualized exposure to English. However, their positive impact is most effectively realized when paired with parental involvement, which helps children apply and reinforce what they learn.

Furthermore, the study highlights that children frequently engage with educational content for about 1 to 1.5 hours daily, and this viewing is often structured around family routines and parental guidance. Parents serve a critical role in mediating content, supervising screen time, and turning passive watching into active learning by discussing video topics, encouraging vocabulary use, and setting clear boundaries. This collaborative approach not only promotes safer digital habits but also fosters deeper learning outcomes. Overall, YouTube can be a powerful supplementary tool for early language development when used thoughtfully and in conjunction with active parental support.

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