

LANGUAGES

Impacts of Short-Form Videos on Vietnamese High School Students' Motivation in Learning English Vocabulary

Thuy Huyen Duong¹ and Nhon Dang^{*,2}

¹Faculty of Foreign Languages, Ho Chi Minh City University of Industry and Trade, Vietnam

²School of Languages, Tan Tao University, Vietnam

*Corresponding author:

Nhon Dang - School of Languages, Tan Tao University, Tay Ninh, Vietnam.

Email: nhon.dang@ttu.edu.vn

Received: 03/04/2026. **Revised:** 06/05/2026. **Accepted:** 16/05/2026. **DOI:** [10.53901/tjs.2026.v01.issue02.art07](https://doi.org/10.53901/tjs.2026.v01.issue02.art07)

Abstract

Short-form video platforms have become a popular form of online interaction among young adult learners of English as a foreign language (EFL). Videos with built-in multi-modality make them effective tools in EFL learning. However, empirical studies of incorporation of these videos in the Vietnamese EFL setting remain limited. This study aims to investigate the impact of short-form videos on motivation of Vietnamese 10th grade students in learning English vocabulary. The research utilized a mixed-methods approach, involving pre-and post-4-week intervention with 120 students of the HUIT Center of High School Education in Ho Chi Minh City, and semi-structured interviews with 8 students. Results revealed a statistically higher student motivation after the intervention with selected English vocabulary videos of 20 to 60 seconds. Thematic analysis indicated that the videos positively influenced student engagement, interest, and confidence. These findings suggest that integrating short-form videos into EFL teaching enhance student engagement, and discuss implications for teachers to employ short-form videos in EFL contexts.

Keywords: short-form videos; vocabulary learning; learner motivation; digital learning; Vietnamese high school students.

Introduction

In recent years, short-form videos such as TikTok, Instagram Reels, and YouTube Shorts have become an integral part of young people's daily media use. Their multimodal features, which combine visuals, audio, and captions, make them an effective and enjoyable source for information delivery and informal language learning.

Even though English plays a crucial role in academic and career opportunities in Vietnam, many students still struggle with limited vocabulary. This not only restricts students' comprehension and communication, but also ultimately reduces their confidence and motivation in language learning.

Motivation is widely recognized as a critical factor in all second language acquisition, especially when learning a second language. Conversely, most English instruction occurs through an emphasis on grammar and exam preparation, causing the students to learn the language only to pass tests rather than for communicating meaningfully. With the growth of social media, learners are beginning to be exposed to English as a result of the use of video through social media. Short-form videos provide authentic, multimodal

input that can enhance attention, comprehension, and vocabulary retention.

Short-form videos remain underexplored in formal language learning in spite of their popularity, particularly in Vietnamese high school contexts. This creates a gap between students' informal digital exposure and traditional classroom instruction.

The current study investigates the effect that short-form videos have on the students' motivation for learning English vocabulary and to determine if incorporating short-form videos into classroom activities increases students' motivation towards vocabulary learning.

The study aims to answer the following research questions:

- 1) What effects does learning English vocabulary through short-form videos have on Grade 10 students' motivation to learn English?
- 2) How do students perceive the use of short-form videos in enhancing their motivation to learn English?

This study contributes to the existing literature

regarding the use of digital media within language education and provide additional insight about how to effectively use short-form videos in English vocabulary instruction in Vietnamese high schools.

Literature Review

Motivation in Second Language Learning

Motivation has always been one of the most essential components of achieving success in learning a second language [1, 2]. Research shows that motivated learners are more likely to spend time/effort on learning a language; continue to learn despite obstacles; and actively participate in their learning process.

Early research on language learning motivation is largely based on Gardner's socio-educational model, which distinguishes between integrative and instrumental motivation. Integrative motivation refers to the desire to connect with the target language community, while instrumental motivation relates to practical goals such as academic or career advancement. Within the framework of Gardner's theory, the learner's attitude toward the target language, as well as how they feel about the speakers of that language, both have a significant impact on the learner's motivation to learn [3, 4].

The self-determination theory (SDT) of motivation developed by Deci and Ryan expanded on Gardner's original theories by distinguishing between intrinsic and extrinsic types of motivation. Intrinsic motivation involves engaging in an activity for the sheer enjoyment of it, whereas extrinsic motivation involves engaging in an activity for the potential rewards or pressure that may be associated with it. According to SDT, motivation is enhanced when three basic needs are satisfied: autonomy, competence, and relatedness [5, 6].

These theories support that creating an engaging learning environment is essential to the continuation of learners' motivation during vocabulary instruction. This is especially true in vocabulary learning, where motivation is critical since learners must repeatedly experience and practice new vocabulary items in meaningful contexts.

Motivation and Vocabulary Learning

In second language learning, motivation influences both learning effort and strategy use. Therefore, many educators have put forth effort to identify specific instructional methods and practices which can foster and maintain student motivation.

An important aspect of acquiring a second language is acquiring vocabulary [7, 8], and motivation impacts how well students acquire new vocabulary. Motivated learners are more likely to practice vocabulary regularly and apply it in communication. Traditionally, the vocabulary instruction practice of repetition (or rote memorization) may limit engagement and long-term

retention. Many times, learners do indeed perceive such activities to be tedious or repetitive; additionally, they may feel demotivated in learning vocabulary [9, 10].

Research suggests that vocabulary is better retained when learned in meaningful and contextualized settings [11, 12]. When vocabulary is presented in authentic situations, learners can better understand how words are used and why they are relevant in real communication. Engaging and relevant activities can increase learners' motivation and cognitive effort. When the instruction of vocabulary is perceived as boring and not related to the real world, motivation and participation are typically lower among learners. Therefore, digital media has been explored as a potential tool to enhance vocabulary learning motivation.

Digital Media and Learner Motivation

The rapid advances in digital technology have impacted all areas of education and language learning is no exception. Digital media such as video, online platforms, and multimedia resources enable teachers to provide more opportunities for students to learn in an interactive and engaging environment.

One of the most significant benefits of using digital media to support learning is that they have the potential to motivate students. Multimedia environments combine visual, auditory, and textual input to enhance engagement. Technology-supported learning has been shown to increase engagement and participation. Students who use digital resources similar to technology that they commonly use in their day-to-day life may perceive learning to be more purposeful and meaningful.

Additionally, by providing access to authentic examples of language use, digital media may help students better recognize how language is used in the real world to communicate with others. Video materials provide authentic language use in real-life contexts.

However, its effectiveness depends on appropriate pedagogical integration. Adding technology simply for the sake of adding technology will not lead to an increased level of learner motivation; rather, the learning activity that utilizes the digital resource needs to be designed based on pedagogical appropriateness as determined through an assessment of a learner's individual needs.

Short-Form Videos as Motivational Learning Tools

Short-form videos, typically lasting 15–60 seconds, have become increasingly popular among learners on various social media sites, including TikTok, YouTube Shorts, and Instagram Reels. Their brief and visually engaging format of the videos makes the information easier to process. Also, their fast-paced and engaging nature helps maintain attention and reduce cognitive load [13]. Furthermore, their multimodal features

support deeper processing and vocabulary retention [14, 15].

Additionally, since the majority of students are already accustomed to this type of format would help bridge informal and formal learning environments. This may also help increase motivation and participation in language learning-related activities.

Research Gap

Despite increased interest in digital media, there are still several remaining gaps. First, limited research has investigated the impact of short-form videos compared to other types of multimedia. Second, only a limited number of studies focus specifically on motivational outcomes rather than language achievement. Third, research in Vietnamese high school contexts is still scarce. Therefore, this study investigates the effects of short-form videos on students' motivation using both quantitative and qualitative approaches.

Methodology

Research Design

The research design used in this study was a sequential explanatory mixed-methods to investigate the change in the motivation of students and their learning experiences. The research used both the quantitative and qualitative stages of research to determine the change in motivation as a result of the influence of the short form video technology. The quantitative stage employed pre- and post-intervention questionnaires. Conversely, the qualitative aspect of the study was based on semi-structured interviews where the researcher sought to understand the emotions and experiences of the students. The design enables data triangulation, thereby increasing the validity and interpretability of the results.

Participants

The research sample included 120 Grade 10 students in the HUIT Center of High School Education in Ho Chi Minh City, Vietnam. This sample was identified using convenience sampling. Each participant was given the pre-intervention and post-intervention questionnaires that could be compared to determine changes in motivation in students' vocabulary learning over time. Interviews were conducted on eight students, randomly chosen according to their English proficiency and experience with short-form videos.

Survey Questionnaire

The population of the current study consisted of 120 Grade 10 students who participated in the study based on the convenience sampling conducted at the HUIT Center of the High School Education in Ho Chi Minh City, Vietnam. Each of them filled in the pre-intervention and post-intervention questionnaires that

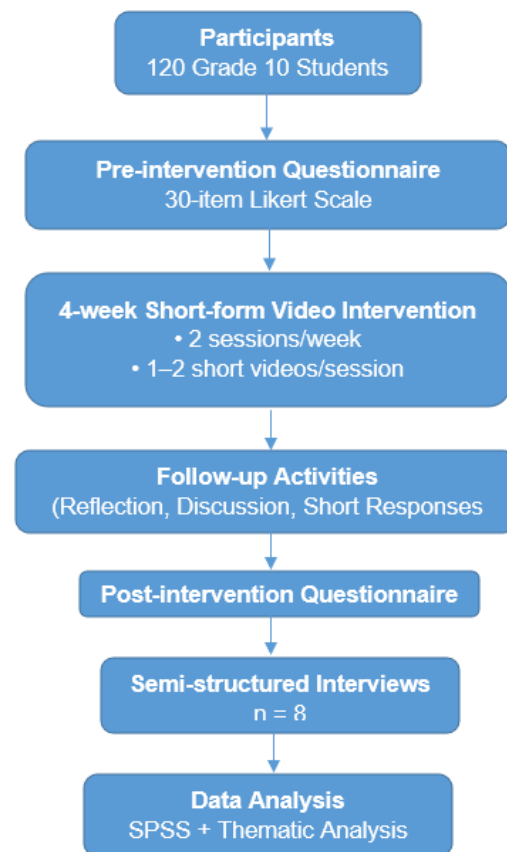


Figure 1: Research procedure.

provided the opportunity to compare the time-based change in motivation. The interviews were conducted with eight students who have been selected purposely because of their knowledge and experience of using short-form videos.

To determine the motivation level and perceptions of learning vocabulary using short-form videos on a case-by-case basis of the students, a structured questionnaire was employed as the primary assessment tool. The questionnaire contained 30 questions and this was split into three distinct constructs with 10 questions each, as follows:

- *Motivational Perceptions (MP)*: This is the internal motivation and interest that the students have especially in learning the vocabulary by watching short form videos.
- *Perceived Video Impact (PVI)*: This looks at the affective and motivational alterations experienced by the students following the exposure of the video intervention.
- *Learning Perception (LP)*: This measures the overall attitudes of students to the effectiveness of video-based instruction in the overall process of learning English.

All items on the questionnaire were measured using a five-point Likert-style scale from Strongly Disagree (1) to Strongly Agree (5). The items were adapted and localized from the established motiva-

tional frameworks of Gardner [3] regarding attitudes toward language learning and Deci and Ryan [6] concerning intrinsic and extrinsic motivation. The questionnaire was reviewed carefully by experts to ensure content validity.

Short-Form Video Intervention

In this research, the intervention used short-form videos to expose students to vocabulary in authentic contexts. For four weeks, the intervention which included approximately ten short-form videos was integrated into regular English classes. Videos were selected based on duration (15–60 seconds), appropriate language level (A2–B1), curriculum alignment, and inclusion of subtitles.

Students watched one to two videos per session, twice a week. The students took part in several short follow-up activities to bolster the vocabulary they had learned from the video clips while helping to motivate them to continue studying and learning English. Follow-up activities included reflection, discussion, and short responses. These activities aimed to provide a supportive and low-stress learning environment.

Semi-Structured Interviews

In addition, semi-structured interviews were conducted with eight students after the intervention. The purpose of the interviews was to obtain qualitative data about the students' experiences, attitudes and perceptions of using short-form videos as a tool for vocabulary learning. The interviews were conducted in Vietnamese. They were audio recorded, transcribed, and translated into English. All questions focused on engagement level, perceived benefits to students, emotional response, and obstacles to their engagement.

Data Analysis

Quantitative data from the questionnaires were analyzed using SPSS. A number of different statistical procedures were applied to address the research questions.

To determine the internal consistency of the questionnaire constructs, Cronbach's Alpha was employed and values above 0.70 were found to be acceptable. The means and standard deviations were computed as descriptive statistics to describe the level of student motivation before and after the intervention. T-tests were then performed on paired samples to check whether the differences that existed between the pre-test and post-test scores were statistically significant. Also, the *d* of Cohen was used to find the strength of the intervention on the motivation of students.

Qualitative interview data were analyzed using thematic analysis, following Braun and Clarke [16], including data familiarization, coding, theme development, and interpretation.

Results and Discussion

Results

Reliability of Research Instruments

Before examining the effects of the intervention, reliability analysis was conducted to assess the internal consistency of the questionnaire constructs. Cronbach's Alpha coefficients were calculated for each of the three constructs measured in the questionnaire.

Table 1: Reliability analysis of the questionnaire constructs.

Construct	Cronbach's Alpha	Number of Items	Interpretation
Motivational Perceptions	0.942	10	Excellent
Perceived Impact of Short-form Videos	0.942	10	Excellent
Learning Perception	0.948	10	Excellent

As shown in **Table 1**, the results indicated excellent reliability across all constructs, with Cronbach's Alpha values ranging from 0.942 to 0.948. The Cronbach's Alpha values (0.942–0.948) indicate excellent internal consistency, surpassing the 0.70 threshold suggested by Dörnyei [1] for social science research.

These results demonstrate that the questionnaire items consistently measured the intended constructs related to students' motivation and perceptions of short-form video-based learning.

Because all reliability values exceeded the recommended threshold of 0.70, the questionnaire was considered a reliable and valid instrument for measuring students' motivational responses.

Descriptive Results

The descriptive statistical analysis was used to provide a summary of the level of motivation and perception of the students on pre-intervention and post-intervention. This was analyzed in terms of a five-point Likert scale out of 120 respondents.

Table 2: Descriptive statistics of pre- and post-intervention scores.

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation_Pre	120	1.00	5.00	3.5600	0.87422
Motivation_Post	120	2.10	5.00	4.1292	0.59781
VideoImpact_Pre	120	1.00	5.00	3.5617	0.87478
VideoImpact_Post	120	2.00	5.00	4.0970	0.64652
Perception_Pre	120	1.00	5.00	3.5758	0.87879
Perception_Post	120	2.30	5.00	4.1092	0.62380

Table 2 findings revealed that the motivation of the students to English learning was higher after short-form video intervention. The average motivation score

was 3.56 (SD = 0.87) before the intervention. Following intervention, the average score went to 4.13 (SD = 0.60).

This enhancement indicates that the learners became more motivated to learn English vocabulary following the video-based exercises. On the same note, the effectiveness of the short-form videos in the eyes of the students also increased. The perceived video impact mean score rose by 3.56 pre-intervention to 4.10 post-intervention.

The overall attitude of students towards the learning of English demonstrated the same tendency and the mean score increased by 3.58 to 4.11 after the intervention.

On the whole, the descriptive findings show that there is an increasing trend of all three constructs, which implies that exposure to short-form videos has a positive impact on the motivation of students and their attitudes toward learning English.

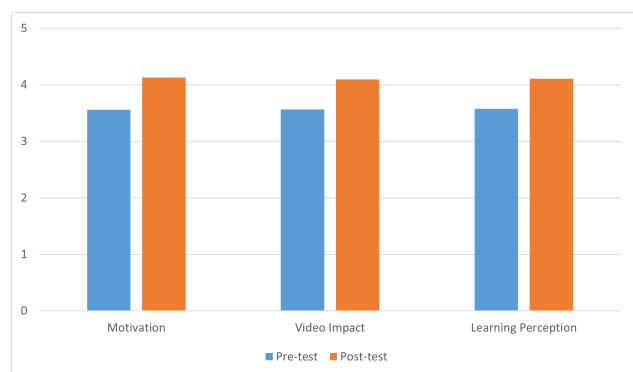


Figure 2: Comparison of Pre- and Post-Intervention Mean Scores.

Inferential Analysis

Paired-samples t-tests were used to compare the scores at pre-test and post-test to find out whether the observed improvements were statistically significant.

Table 3: Paired-samples t-test results.

Construct	Mean Difference	t	df	P
Motivation	-0.569	-5.80	119	< .001
Perceived Video Impact	-0.535	-5.17	119	< .001
Learning Perception	-0.533	-5.14	119	< .001

Table 3 shows the results of the paired-samples t-tests of the pre-test and post-test scores. These results showed statistically significant growth in the motivation of the students after the intervention. The result of the analysis was $t(119) = -5.80, p < .001$, which revealed that the effect of motivation improvement was very significant.

The 95% confidence interval for the difference in the means was also found to be -0.76 to -0.37, which

proved that the difference in motivation could not be attributed to the random.

In the same manner, the perception of the effectiveness of short-form videos among students also improved significantly, $t(119) = -5.17, p < .001$. Learning perceptions also improved significantly, with $t(119) = -5.14, p < .001$.

These results are solid statistical evidence, which shows that integrating short-form videos had a positive effect on the motivation of learners and their attitude towards English learning.

Table 4: Effect size of the intervention.

Construct	Effect Size (Cohen's d)	Magnitude
Overall Motivation	0.53	Medium
Perceived Video Impact	0.47	Medium
Learning Perception	0.47	Medium

Table 4 also showed the effect size analysis that was used to further show that the intervention produced a medium practical impact. This medium effect size (Cohen's $d = 0.47-0.53$) indicates that the effect of the intervention is educationally significant and is consistent with the principles of multimedia learning by Mayer [17] that visual and auditory stimuli are effective in increasing cognitive processing.

This indicates that the changes that were observed were not just statistically significant but also educationally significant.

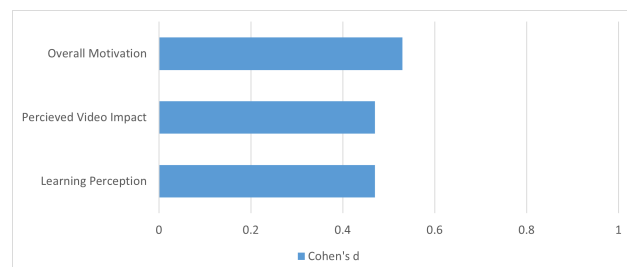


Figure 3: Effect Sizes of the Short-Form Video Intervention (Cohen's d).

Qualitative Findings

The qualitative data gathered through the interviews was analyzed using the thematic analysis method in which major areas of student experiences about short-form video-based instruction were identified.

There were four primary themes:

- Multimodal engagement.
- Contextualized vocabulary learning.
- Positive emotional responses.
- Learning challenges

Most students reported that the multimodal nature of short-form videos (e.g., video imagery, spoken text, and subtitles) supported students' understanding and retention of vocabulary, kept students attentive and motivated to learn English, and provided students with opportunities to see authentic vocabulary usage in real-world communicative contexts.

The real-life settings of the videos were also valued by the students. It was reported that the vocabulary employed in the videos was real life communication and not just textbook examples.

The other theme that had significance was the emotional value of the videos. Students often talked about the learning experience as pleasant, less stressful, and enjoyable, compared to the traditional methods of learning vocabulary.

Nonetheless, the interviews found some challenges that students experienced. The problematic issues were the inability to understand speech because of its speed and other accents in certain videos and technical issues, such as slow internet connections.

Discussion

The results of the conducted research show that the inclusion of short-form videos in vocabulary teaching could have a beneficial effect on the motivation of English learning in students. Quantitative and qualitative outcomes show that there is more engagement, enjoyment, and interest post-intervention.

These results can be explained by the fact that short-form videos are multimodal. These videos enable the presentation of information through a combination of several different channels as opposed to traditional text-based materials. The multimedia learning theory suggests that this kind of input improves cognitive processing as learners are able to build a meaning using complementary sources. In this research study, students indicated that the combination of images, oral language and subtitles enhanced their understanding on vocabulary, and maintained their attention.

A short and dynamic form of videos is another factor that contributes to this. By presenting content in short segments, this microlearning approach may reduce cognitive overload and make learning tasks more manageable. Consequently, students can be ready to be more active in the material.

Qualitative data also found that the students had positive emotional reactions and the learning experience was found to be enjoyable and less stressful compared to the traditional approaches. The positive feedback on engagement echoes the findings of Tran [18] regarding TikTok's effect on Vietnamese EFL students and Nguyen et al. [19] on the benefits of short Facebook videos for vocabulary attainment. These positive experiences may encourage continued participation in language learning activities.

The results can also be interpreted through the lens of Self-Determination Theory. Short-form videos may

support learners' psychological needs by enhancing competence through achievable learning tasks, autonomy through familiar digital environments, and relatedness through collaborative activities such as peer discussions.

These findings align with previous research showing that digital media can enhance learner motivation [20, 21] and engagement in second language acquisition. Specifically, the positive impact of TikTok on vocabulary seen in this study echoes the results of Tran [18] and Alshreef and Khadawardi [22]. In particular, multimedia-supported instruction has been found to promote deeper cognitive processing and more meaningful learning [17]. This study extends existing research by highlighting the motivational potential of short-form videos in Vietnamese high school contexts.

Nevertheless, the results also show some difficulties. As an example, Pham et al. [23] also mentioned such technical difficulties as internet connection in the Vietnamese environment. Other students also complained that they were unable to process fast speech or new accents, and some also had problems with their technology like unreliable internet access. These issues indicate that proper selection of videos and proper technological back up is needed to make the implementation successful.

Altogether, short-film videos seem to be a useful auxiliary tool in increasing the motivation of students towards vocabulary acquisition. By providing engaging, multimodal input and authentic language contexts, they can foster active participation and sustained learner interest.

Conclusion

The study examined the effect of short-form video on the motivation of Vietnamese high school students to learn English vocabulary through a mixed-methods intervention. It suggested a change in motivation in student vocabulary learning through quantitative and qualitative data analysis.

The results showed that the activities based on the use of short-form videos had a strong impact on increasing the motivation and interest of the students in acquiring the vocabulary. Students found the videos enjoyable, easy to follow, and helpful in understanding and remembering new vocabulary. These videos were also multimodal, which also helped create a more interactive and engaging learning environment. The findings indicated the inclusion of short-form videos into the English curriculum might have the potential to bridge the gap between the student daily digital activities and their learning in class. Teachers might also take into account materials to create more interactive and student-centered vocabulary learning, aiding the learning of the English language in the digital era.

However, this research was limited to one institution with a small sampling population, preventing the

results from generalibility. Additionally, the duration of the effect of short-form video-based learning and its influence on the other language abilities, including listening, speaking, and pronunciation were not examined in the study. Future research should tap into these issues to see reciprocal interaction between the effectiveness of short-form videos on overall English learning.

Acknowledgments

None

Funding

None

Competing interests

The authors declare that they have no competing interests.

References

- [1] Z. Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ, USA: Lawrence Erlbaum Associates, 2005.
- [2] Z. Dörnyei and E. Ushioda, *Teaching and Researching Motivation*, 3rd ed. New York, NY, USA: Routledge, 2021, doi: [10.4324/9781351006743](https://doi.org/10.4324/9781351006743).
- [3] R. C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London, UK: Cambridge Univ. Press, 1985, doi: [10.1017/S0272263100007634](https://doi.org/10.1017/S0272263100007634).
- [4] R. Oxford and J. Shearin, "Language learning motivation: Expanding the theoretical framework," *Mod. Lang. J.*, vol. 78, no. 1, pp. 12–28, 1994, doi: [10.1111/j.1540-4781.1994.tb02011.x](https://doi.org/10.1111/j.1540-4781.1994.tb02011.x).
- [5] E. L. Deci and R. M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior*. New York, NY, USA: Springer, 1985.
- [6] —, "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being," *Am. Psychol.*, vol. 55, no. 1, pp. 68–78, 2000, doi: [10.1037/0003-066X.55.1.68](https://doi.org/10.1037/0003-066X.55.1.68).
- [7] I. S. P. Nation, *Learning Vocabulary in Another Language*, 2nd ed. Cambridge, UK: Cambridge Univ. Press, 2012.
- [8] N. Schmitt, *Researching Vocabulary: A Vocabulary Research Manual*. London, UK: Palgrave Macmillan, 2010, doi: [10.1057/9780230293977](https://doi.org/10.1057/9780230293977).
- [9] —, *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge Univ. Press, 2000.
- [10] I. S. P. Nation, *Learning Vocabulary in Another Language*. Cambridge, UK: Cambridge Univ. Press, 2001.
- [11] A. Hunt and D. Beglar, "A framework for developing EFL reading vocabulary," *Read. Foreign Lang.*, vol. 17, no. 1, pp. 23–59, 2005.
- [12] J. C. Richards and W. A. Renandya, Eds., *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge, UK: Cambridge Univ. Press, 2002, doi: [10.1017/CBO9780511667190](https://doi.org/10.1017/CBO9780511667190).
- [13] J. Sweller, "Cognitive load theory," in *Psychology of Learning and Motivation*, J. P. Mestre and B. H. Ross, Eds. Academic Press, 2011, vol. 55, pp. 37–76, doi: [10.1016/B978-0-12-387691-1.00002-8](https://doi.org/10.1016/B978-0-12-387691-1.00002-8).
- [14] R. E. Mayer, *The Cambridge Handbook of Multimedia Learning*. Cambridge, UK: Cambridge Univ. Press, 2005, doi: [10.1017/CBO9780511816819](https://doi.org/10.1017/CBO9780511816819).
- [15] A. Paivio, *Mental Representations: A Dual Coding Approach*. New York, NY, USA: Oxford Univ. Press, 1986.
- [16] V. Braun and V. Clarke, "Using thematic analysis in psychology," *Qual. Res. Psychol.*, vol. 3, no. 2, pp. 77–101, 2006, doi: [10.1191/1478088706qp063oa](https://doi.org/10.1191/1478088706qp063oa).
- [17] R. E. Mayer, *Multimedia Learning*, 2nd ed. Cambridge, UK: Cambridge Univ. Press, 2009, doi: [10.1017/CBO9780511811678](https://doi.org/10.1017/CBO9780511811678).
- [18] D. T. Tran, "TikTok's effect on English vocabulary learning: An empirical study of English major curriculum," *Rev. Gest. Secr.*, vol. 14, no. 10, pp. 18576–18592, 2023, doi: [10.7769/gesec.v14i10.2869](https://doi.org/10.7769/gesec.v14i10.2869).
- [19] T. M. Nguyen, T. T. N. Le, T. L. Le, N. H. Phan, and T. T. P. Duong, "Enhancing vocabulary attainment for English language students through short English videos on Facebook," *Hong Duc Univ. J. Sci.*, vol. E9, p. 103, 2024, doi: [10.70117/hdujs.E9.2024.638](https://doi.org/10.70117/hdujs.E9.2024.638).
- [20] M. Monica, Z. Qamariah, and S. Normuliati, "The effect of short animated video with captions on students' vocabulary mastery," *J. Educ.*, vol. 6, no. 1, pp. 9339–9345, 2023, doi: [10.31004/joe.v6i1.4426](https://doi.org/10.31004/joe.v6i1.4426).
- [21] Ö. Zabitgil Gülseren and S. Araz, "Impact of using authentic videos on foreign language vocabulary learning," *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, no. 14, pp. 1179–1198, 2024, doi: [10.29000/rumelide.1455170](https://doi.org/10.29000/rumelide.1455170).
- [22] N. R. Alshreef and H. A. Khadawardi, "Using TikTok as a tool for English vocabulary learning in the EFL context," *Eng. Lang. Teach.*, vol. 16, no. 10, pp. 125–135, 2023, doi: [10.5539/elt.v16n10p125](https://doi.org/10.5539/elt.v16n10p125).
- [23] T. M. Pham, V. Nguyen, and T. X. T. Cao, "Vietnamese students' perceptions of utilizing social media to enhance English vocabulary: A case study at Van Lang University," *Int. J. TESOL Educ.*, vol. 3, no. 1, pp. 79–111, 2023, doi: [10.54855/ijte.23316](https://doi.org/10.54855/ijte.23316).