The Role of Videos in Enhancing English Language Skills: A Systematic Literature Review

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Abstract

With video-based learning being a major factor in improving English language proficiency, technology has emerged as a crucial tool in language instruction in the digital age. By combining visual, aural, and contextual components, videos offer a multimodal learning experience that improves speaking, listening, and comprehension skills. Despite these benefits, there are still issues with optimizing video-based learning outcomes and guaranteeing active learner engagement. The effectiveness of different video types—including instructional, conversational, interactive, and authentic content—in English language learning is investigated in this study by methodically reviewing the body of existing literature. We compiled the results of 21 studies published between 2021 and 2025 using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The studies were sourced from Google Books, ScienceDirect, Scopus, Mendeley, Taylor & Francis, and Google Scholar. The review identifies best practices for instructional design and interactivity while examining the effects of video-assisted learning on student motivation, engagement, and skill development.

Keywords   : *Digital Education, English Language Skills, Instructional Design, Learner Engagement and Video-Based Learning.*

1. INTRODUCTION

The introduction covers the research background, research questions, research objectives, significance of research, and literature review (including the underlying theories). Each part is not written in different sub-headings.

The use of technology in language instruction has changed conventional teaching methods in the digital age, and video-based learning has become a potent instrument for improving English language proficiency. By fusing visual, aural, and contextual components, videos offer a multimodal learning experience that improves speaking, listening, and comprehension. According to research, students' motivation and engagement can be greatly increased through video-assisted learning,

which makes language acquisition more dynamic and successful (Ajiza, 2023). Additionally, learners can practice their English outside of the classroom thanks to the availability of digital videos on online platforms, which encourages independent learning and exposes them to real-world language usage (Cabañas & Mercado, 2024).

According to (Rahayu et al., 2024), the development of technology has considerably changed the way that English as a Foreign Language (EFL) is taught. Videos, especially those found on websites like YouTube, provide easily accessible, interesting, and useful resources to improve students' language proficiency through visual and aural experiences. Notwithstanding these benefits, there are drawbacks to video-based learning as well, like the need to keep learners actively engaged and make sure that the video content complies with educational goals.

Teachers must carefully choose and use video materials to maximize learning outcomes because the effectiveness of videos in language instruction depends on a number of factors, including instructional design, interactivity, and content type.

According to studies, passive video consumption may not produce the best learning results, even though interactive media and instructional videos can improve understanding and retention (Kure et al., 2023). Therefore, to maximize the pedagogical benefits of various video types in language learning, it is essential to comprehend their role. This study uses a systematic review approach to synthesize findings from recent literature in order to investigate how video-assisted learning affects student engagement, motivation, and skill development.

The effect of videos on learning English has been the subject of numerous studies. Thematic video-based instruction has been shown to improve student motivation, comprehension, and post-test performance (Tahmina, 2023). Data-driven insights from video analytics give teachers useful feedback to improve learning experiences, according to (Kriswinahyu & Kastuhandani, 2024). Video-based learning enhanced students' digital literacy and engagement in authentic classroom environments, according to (Kure et al., 2023). Furthermore, it was discovered by (Sert et al., 2024) that student-teachers were able to improve their classroom interactional practices and develop their teaching competence through the use of video-enhanced reflections and feedback.

This study intends to examine the ways in which various video types—instructional, conversational, interactive, and authentic content—contribute to different facets of English

language proficiency, in contrast to earlier research that mostly concentrated on the general advantages of videos in language learning. Additionally, it looks at how instructional design, learner engagement, and interactivity can maximize the advantages of video-based learning. This study specifically intends to investigate the ways in which video-based learning affects the growth of important English language abilities, including speaking, listening, reading, writing, and vocabulary acquisition. It also looks at how students' motivation, engagement, and independent learning are affected by video-assisted learning. The study's final goal is to pinpoint interactive elements and successful instructional design techniques that improve the use of video-based learning for English language learners.

Bandura's Social Learning Theory, as cited in (Petersen, 2009), Social Learning Theory emphasizes that learning occurs through observation, imitation, and modelling, making video-based learning an effective tool for language acquisition. While earlier applications of Social Learning Theory focused on real-world interactions, modern advancements highlight how ICT tools and video-based Instruction provide immersive learning experiences. This shift underscores the evolving use of Bandura's principles, demonstrating that digital platforms enable learners to engage with authentic language input, reinforcing observational learning in contemporary educational settings.

There are important ramifications for educators and policymakers when it comes to using YouTube educational videos for kids to enhance their early English language proficiency. First and foremost, they must help parents choose appropriate videos and monitor their kids' viewing habits by providing advice and support (Osias Kit T. Kilag et al., 2023). Second, it is important to make sure that these instructional videos meet the proper standards for both content and quality. This could entail creating standards for content producers and giving educators and parents tools to evaluate the caliber and applicability of the videos.

The use of digital tools, especially video-based learning, has greatly changed English language teaching (ELT) and is consistent with important multimedia learning principles. Mayer's Cognitive Theory of Multimedia Learning asserts that simultaneous presentation of information in both visual and auditory formats enhances learning (Booth, 2006). This idea emphasizes the value of videos in ELT since they give students multimodal input that improves understanding and memory. Learners

are exposed to natural speech patterns, pronunciation, and cultural contexts through the use of authentic videos, such as movies, vlogs, and instructional materials. Furthermore, adding interactive transcripts, subtitles, and learner-centered activities improves speaking, listening, reading, and writing, among other language skills. ELT professionals can establish dynamic, contextualized learning environments that facilitate a comprehensive approach to language acquisition by utilizing video-based learning.

Multimedia learning is an effective tool for ELT because it combines visual and auditory input to improve comprehension (Booth, 2006). By helping students connect spoken language with pertinent visual contexts, this method enhances their speaking, listening, reading, and writing abilities. By incorporating multimedia resources like films, animations, and interactive platforms, students are able to process information more efficiently and remember it for longer.

The use of multimedia in ELT has grown even more with the development of technology-enhanced language learning (TELL). Learners are exposed to the target language in an authentic way through online resources like YouTube, language learning applications, and virtual classrooms, which foster immersive and interactive experiences. Additionally, because students are processing both textual and auditory information at the same time, using videos with subtitles has been demonstrated to enhance vocabulary acquisition and reading comprehension.

Even though technology has many advantages, it can still be difficult to use effectively. Digital tools must be carefully chosen by teachers to meet the needs of their students and their pedagogical objectives. Multimedia resources and traditional instruction are combined in blended learning models, which have been shown to improve language proficiency and engagement. Teachers can maximize the use of technology in ELT by implementing structured multimedia use strategies, which will guarantee that students' language skills are developed in an engaging and interactive manner.

2. RESEARCH METHOD

The Systematic Literature Review (SLR) methodology is used in this study to collect and compile pertinent academic publications on the subject of "The Role of Videos in Enhancing English Language Skills." The process described by (Rufino, 2024), who stressed the use of eligibility criteria, PRISMA flowchart, PICO framework, and thematic content analysis to ensure a structured and rigorous review process, serves as the basis for the SLR approach employed in this study. Rather than concentrating on just one topic, this review covers a number of studies from credible journals that cover both theoretical and empirical research on the use of video, especially YouTube, in English language instruction. To ensure that only relevant, high-quality articles were chosen for analysis, the inclusion and exclusion criteria were used.

Finding data sources from prestigious academic databases like Mendeley, ScienceDirect, Taylor & Francis Online, Google Scholar, and Google Books was the first of several key steps in the research process. A variety of terms, including "video-based learning," "English language skills," "digital education," "learner engagement," and "instructional design," were used as search terms. After obtaining the articles, the search results were screened using preset inclusion and exclusion criteria as part of a selection process. A qualitative content analysis approach was then used to examine the eligible articles. The studies were categorized according to the type of video (instructional, conversational, interactive, and authentic content) and how it affected the learning of English.

This study applied inclusion and exclusion criteria in study selection to ensure only relevant articles that met academic standards were analyzed in this literature review.

Inclusion Criteria: 1). Articles published in academic journals or scientific conference proceedings available in full-text. 2). Articles obtained from reputable academic databases, namely Mendeley, ScienceDirect, Taylor & Francis Online, Google Scholar, and Google Books. 3). Studies published between 2021-2025 to ensure that the data used is still relevant to the latest developments in the field of English language education. 5). Articles that discuss the use of video in English language learning, especially those that examine its impact on listening, speaking, reading and writing skills. 6). Articles written in English and using research methods that allow for systematic analysis of the data presented.

Exclusion Criteria: 1). Articles that are not scientific publications, such as books, opinions, blogs, non-scientific reports, or news articles. 2). Articles that were only available in abstract or summary form without access to the full text. 3). Studies that discuss educational technology in general without specifically examining the use of videos in English language learning. 4). Studies that are meta-analyses or conceptual articles, as this research focuses on analyzing empirical studies. 5). Studies that use samples outside of formal educational contexts, such as employees or self-learning individuals, as well as studies that focus on graduate students.

3. FINDINGS AND DISCUSSION

The results of a thorough analysis of pertinent literature on the use of video-based visual aids in English language acquisition are presented in this part. A thorough search and selection procedure was used in the first step to guarantee that only relevant and high-quality research were included. The specific process utilized to find, evaluate, and finalize the publications examined in this study is described in the part that follows.

3.1 Article Selection Process

From the research articles obtained from ScienceDirect, Taylor & Francis, Mendeley, Google Books, and Google Scholar, a total of 2,205 records were initially identified. After the removal of 500 duplicate records before screening, 1,705 records remained. During the screening phase, 695 records were excluded due to irrelevance to the study's criteria. As a result, 1,010 records were retained for abstract screening. Following this, 798 records were excluded based on the abstract assessment. The remaining 212 records were then reviewed in full-text screening. Of these, 191 records were excluded for using systematic review methods, leaving a final selection of 21 studies that were deemed relevant and aligned with the focus of this research.

These selected articles provide substantial evidence of the role of videos in enhancing English language skills, particularly in vocabulary acquisition, speaking, and listening comprehension. The findings from these studies serve as the foundation for analyzing how video-based visual aids contribute to language learning and how they can be effectively integrated into English teaching methodologies.
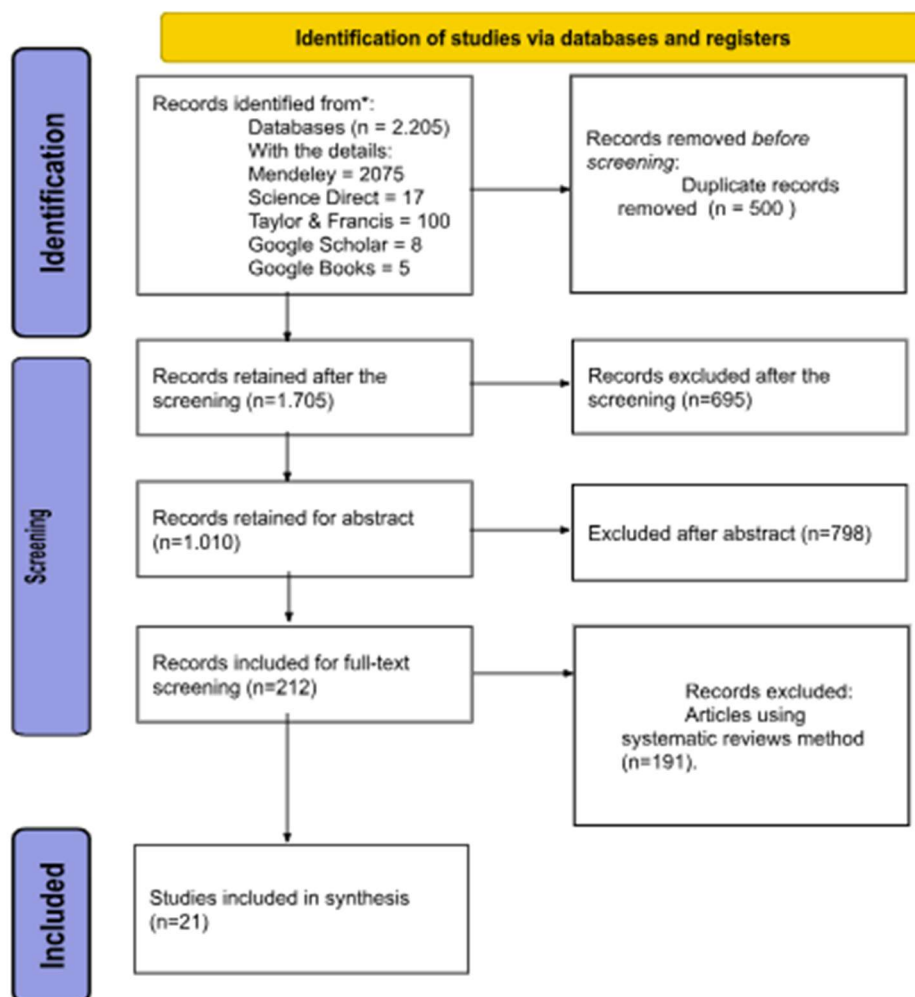
Figure 1. Summary and characteristics of the final studies selected

Table 1. The Role of Video in Enhancing English Language Skill

No	Authors	Country	Main Characteristic	Variable	Study Design	Measure	Findings
1	(D. Zou and M.F. Teng, 2023)	Hong Kong, China	360 working adults, native Chinese speakers, and EFL learners aged 25-35 with basic communication skills	Effects of tasks and multimedia annotations on vocabulary learning	Experimental (Pretest-Posttest, 12 groups)	Pre-test, Immediate Post-test, Delayed Post-test, Interview	Multimedia annotations (images, GIFs, videos) improve vocabulary comprehension and

							retention, with GIFs and images being more effective than videos
2	Sitti Hadijah & Shalawati (2021)	Indonesian	Indonesian Senior High School Students' Acceptance of Video Use in EFL Learning	Ease of Use, Learning Opportunities, Learning Experience, Preferences, Actual Use	Experimental (Pretest-Posttest design)	Pre-test, Post-test, Questionnaire	Video-based learning significantly improves vocabulary retention and listening skills
3	Kim Galendez & Charito Ong (2024)	Philippines	University students learning English as a Second Language (ESL)	Video-Based Learning (VBL) in language education	Mixed-methods (Survey & Interviews)	Likert-scale survey, open-ended questions, in-depth interviews	VBL enhances engagement, fosters technological literacy, and accommodates various learning styles but faces technical and contextual challenges
4	(Amiruddin et al., 2022)	Indonesia	30 first-year students at MTs As'adiyah Putra 1 Sengkang	Effect of video-based discussion on EFL speaking skills	True Experimental Design (Pretest-Posttest Control Group)	Speaking tests, t-tests, percentage analysis	Video-based discussions significantly improved students' speaking skills, with post-test mean scores increasing from 1.9344 to 3.4817
5	(Supriyadi et al., 2024)	Indonesia	Students at MTs Darul Falah Ternate	Multimedia-based English learning model	Research & Development (R&D)	Pre-test, post-test, chi-square test, t-test	Multimedia-based learning significantly improved students' cognitive, affective, and psychomotor learning outcomes compared to conventional

						methods
6	(Yuh-Tyng Chen, 2024)	Taiwan	University students learning through e-learning platforms	Thematic video-based Instruction in e-learning	Experimental (Control vs. Experimental group)	Pre-test, Post-test, IMMS survey	Thematic interactive videos improved learning motivation and post-test scores compared to traditional video-based Instruction
7	(Olcay, Annaliina & Maria, 2024)	Sweden	The participants are the student-teacher undergoing a practicum in Sweden.	Investigate how video-enhanced reflections and collaborative feedback can influence a student-teacher's classroom interactional practices.	Discursive Timeline Analysis (DTA)	Reflective analysis and evidence-based feedback	The study found that the student-teacher reduced her use of overt negative evaluations after receiving video-based feedback using the VEO tool. Through reflective analysis and evidence-based feedback, she became more aware of her interactional practices and adopted more constructive responses. This change demonstrated the effectiveness of video-enhanced reflection in improving classroom interactions and supporting teacher development
8	(Astrid, Libert & Marte, 2022)	Norway	The study was conducted in 13 English classes at seven lower secondary schools in Norway over two school years,	To provide baseline data on students' use of technology and digital skills in mandatory English courses	Video-based observational method.	Researchers adapted a national framework for digital skills into an observation protocol to analyze videos	The study found that students used digital skills essential for education in about half of the observed English lessons.

			involving 186 students aged 13–15 and 10 teachers.	in Norwegian secondary schools.		from 60 naturally occurring English lessons.	However, their use of digital skills was mostly basic rather than advanced. While some schools showed an increase in digital skill use over time, the findings highlighted the need for further opportunities to develop more advanced digital competencies.
9	(Inayatul Ummah, 2023)	Indonesia	22 fifth-grade elementary students	Effectiveness of interactive videos in improving speaking skills	Classroom Action Research (2 cycles)	Observation, speaking test	Interactive videos significantly improved students' speaking skills, with an increase from 68.8% (Cycle 1) to 79.5% (Cycle 2). Project-based learning further enhanced engagement and confidence
10	(Akbota, et.al, 2023)	Kazakhstan	288 secondary education students in a school for gifted children in Kazakhstan.	To explore the types of EFL YouTube videos that secondary students in a school for gifted children in Kazakhstan mostly watch to enhance their speaking skills and to identify which video categories are most effective in boosting communication	Mixed-methods approach.	Analyzing the content of YouTube videos and collecting data through a questionnaire.	The results showed that secondary education students had a positive attitude toward using YouTube videos to learn English speaking skills. The most frequently used video categories were English films, songs, and vlogs, which helped students become more motivated and confident in

				proficiency in English.			their speaking abilities.
11	Khalid Hicham et al. (2025)	Jordan, Morocco	University teachers and students in EFL contexts	Culture-based classes for language learning and intercultural competence	Mixed-methods (Questionnaire & Interviews)	Qualitative content analysis, descriptive statistics	Culture-based classes improve language skills and ICC, but implementation is inconsistent due to limited teaching methodologies and materials
12	(Andiappan et al., 2021)	Malaysia	73 lower secondary ESL students	Effectiveness of vlogging in improving speaking performance	Mixed-Methods (Quasi-Experimental, Survey)	Pre-test, post-test, questionnaire, self-report	Vlogging significantly improved speaking scores. Students perceived vlogs as a student-friendly tool that enhances motivation, self-evaluation, and speaking confidence
13	(Muftah et al., 2023)	Saudi Arabia	60 primary students in fourth grade at a public primary school in the Kingdom of Saudi Arabia	The effectiveness of implementing animated video to enhance vocabulary comprehension among EFL learners.	Pre-test, post-test quasi-experimental research	Pre-test and post-test	Teaching using multimedia can have a major impact on vocabulary enhancement. The present instructional treatment was also beneficial to teachers in general since it allowed them to explore vocabulary comprehension using a new strategy that could be effective. Some instructional and pedagogical implications for future research

						were presented.
14	Cuifeng Ouyang (2024)	China	EFL learners in Vietnam and volunteer English speaker	Video-Based Instruction for spoken English learning	Experimental	Pre-test, Post-test, Student Surveys	Video-based Instruction enhances spoken English skills, increases engagement, and provides real-world communication contexts
15	(Tania Tahmina, 2023)	Bangladesh	Undergraduate students from the Department of English at Jagannath University in Dhaka, Bangladesh.	To explore learners' perceptions of using YouTube as a learning medium to enhance their English language proficiency and provide pedagogical implications based on the findings.	Mixed-methods approach	Questionnaires and semi-structured interviews to collect data from sixty-six undergraduate students	The results showed that most students found YouTube educational videos beneficial for learning English, particularly in improving vocabulary, speaking skills, and listening comprehension. However, the platform had minimal impact on tasks like preparing assignments, maintaining focus while studying, and developing grammatical competence.
16	Hadeel A. Saed et al. (2021)	Spain	Online students using educational videos	Student engagement in video-based learning	Learning analytics (Data mining on video interactions)	Video playback speed, completion rates, engagement metrics	Well-structured, concept-focused videos improve student engagement; shorter videos tend to have higher completion rates

17	Osias Kit T. Kilag et al. (2023)	Philippines	Parents and preschool children	Use of YouTube children's educational videos for early English proficiency	Qualitative (Interviews)	Thematic analysis	YouTube videos improve vocabulary, grammar, and exposure to English but raise concerns about screen addiction and content quality
18	Rowena V. Sosas (2021)	Philippines	University students learning English speaking skills	Technology in teaching speaking and its effects	Qualitative (Focus Group Discussion)	Thematic analysis	Video conferencing, social media, and real-time performances improve fluency, confidence, and engagement in speaking English
19	(Aprilia & Videlis, 2024)	Yogyakarta	Students in the English Language Education Study Program at Sanata Dharma University.	To explore the lived experiences of students in the English Language Education Study Program at Sanata Dharma University using YouTube to learn English, focusing on how they practice digital literacy and how these practices influence their language learning.	Phenomenological method	The study assessed students' experiences using interviews and qualitative data analysis	Students developed critical digital literacy, applied videos for personalized learning goals, and expressed positive attitudes toward self-paced access to authentic English resources.
20	(Murad et al., 2025)	Israel	30 Arab students in Israel	Explored the impact of digital video use on the development of students' speaking	Quantitative research (questionnaire)	Using the statistical package for the SPSS and t-test	The digital videos could enhance vocabulary acquisition and students' oral

				abilities.		proficiency
21	(Cabañas et al., 2024)	Mexico	5 service Mexican teachers studying at Said school	What do teachers think about using YouTube to develop communicative competence	Qualitative research	In-depth, semi-structured interviews.	Indicate that teachers have a positive attitude towards the use of authentic videos to develop students' speaking skills and understand the benefits of using authentic YouTube videos.

Findings: Evaluation and Interpretation of Key Finding

Through multimedia and interactive elements, video-based learning dramatically improves speaking, listening, vocabulary, and comprehension of the English language. It promotes engagement and retention and is backed by Vygotsky's Sociocultural Theory and Mayer's Multimedia Learning Theory. Its advantages are supported by empirical research, which also highlights the necessity of appropriate implementation, content selection, and overcoming technical obstacles. Even though research supports its efficacy, teachers must strategically incorporate videos and match them with pedagogical frameworks to maximize student learning.

Table 2. Amount of Journals as References

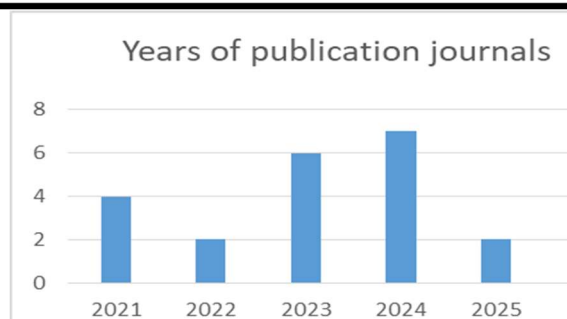| Year	Amount
2021	4
2022	2
2023	6
2024	7
2025	2
Total	21

Figure 2. Year of Publication of the Journals

The results of this systematic literature review demonstrate how important videos are for improving English language proficiency. Numerous studies have shown that learning through videos improves speaking, listening, vocabulary acquisition, and comprehension in general.

By offering multimodal learning experiences, the incorporation of videos into English language instruction has revolutionized conventional teaching approaches. Videos provide a blend of textual, audio, and visual components that accommodate various learning preferences and improve comprehension in general.

3.2   Influence on English Language Skill

Key English language skills, especially speaking, listening, and vocabulary acquisition, are greatly impacted by video-based learning. (Zou & Teng, 2023) discovered that videos and other multimedia content improve vocabulary retention and comprehension through contextual and visual learning. In a similar vein, (Hadijah & Shalawati, 2021) found that high school students' vocabulary acquisition and listening abilities were greatly enhanced by video-based learning. (Muftah, 2023) showed that animated videos had a positive effect on primary school students' vocabulary retention. Furthermore, digital videos significantly improved Arab students' oral proficiency and vocabulary acquisition (Murad et al., 2025).

(Amiruddin et al., 2022) emphasized how video conversations can enhance speaking abilities by promoting engagement and real-world language use. (Navarrete et al., 2023) discovered that university students' motivation and speaking ability improved as a result of thematic video-based instruction. Additionally, vlogging activities helped students improve their communication and speaking confidence (Shoba Andiappan et al., 2022). Additionally, YouTube videos enhanced

preschoolers' vocabulary, grammar comprehension, and general language exposure (Osias Kit T. Kilag et al., 2023).

Although writing and reading skills are less frequently addressed, video-based instruction helped secondary school students develop the fundamentals of digital literacy (Kure et al., 2023). Additionally, multimedia-based learning enhanced students' cognitive and affective learning outcomes (Supriyadi et al., 2024).

3.3   Effects on Student Engagement, Motivation, and Autonomous Learning

Students are more motivated and engaged when they watch videos, especially those from websites like YouTube. University students expressed favorable opinions about video-based learning, acknowledging its potential to improve speaking and vocabulary (Tahmina, 2023). Similarly, exposure to English-language movies, music, and vlogs boosted the confidence and motivation of Kazakhstani secondary students (Oktapiani et al., 2024). These results were corroborated by (Cabañas & Mercado, 2024), who reported that teachers saw students' communicative competence improve when they used real YouTube videos.

According to (Rahayu et al., 2024), vlogging enhanced students' self-evaluation abilities and engagement. Additionally, video-based learning promotes technological literacy and accommodates a variety of learning styles (Navarrete et al., 2023). Furthermore, it was shown by (Osias Kit T. Kilag et al., 2023) that YouTube videos promoted preschoolers' independent learning and vocabulary growth.

But there are still difficulties. (Tahmina, 2023) pointed out that some students found it difficult to stay focused when watching videos. Concerns regarding screen addiction and content quality, especially among younger students, were raised by (Osias Kit T. Kilag et al., 2023) To guarantee successful learning outcomes, educators are urged to choose relevant video content and offer appropriate guidance.

3.4   Instructional Design Strategies and Interactive Features

Interactive elements and careful instructional design are necessary for successful video-based learning. Thematic interactive videos improved student motivation and post-test performance, as shown by (Toleuzhan et al., 2023). (Sert et al., 2024) investigated how student-teachers could enhance classroom interactional practices through evidence-based feedback

through video-enhanced reflections using VEO tools. In a similar vein, (Tahmina, 2023) stated that information from video learning analytics gave teachers useful information about trends in student engagement, enabling them to modify their teaching methods.

(Kriswinahyu & Kastuhandani, 2024) emphasized the advantages of digital literacy practices in video-based learning, where students used videos in innovative ways to achieve their individual language learning objectives. The use of video-based discussions in the classroom promoted collaborative learning, as further highlighted by (Amiruddin et al., 2022). Furthermore, it was shown by (Shoba Andiappan et al., 2022) that vlogging encouraged students' creativity and increased their confidence when speaking.

Culture-based videos successfully improved language proficiency and intercultural competency, according to research by (Rahayu et al., 2024). (Sert et al., 2024) backed the use of video conferencing and live performances to improve students' fluency, confidence, and engagement. (Supriyadi et al., 2024) also suggested integrating group projects, peer assessments, and reflective learning tasks utilizing video content.

4. CONCLUSION

The results of the systematic literature review highlight the important role that videos play in improving English language learning, as numerous studies show that they have a favorable effect on important language skills like speaking, listening, vocabulary acquisition, and general comprehension. Video-based instruction accommodates a variety of learning styles and encourages deeper engagement by providing a multimodal learning experience that blends textual, visual, and auditory components. Learners can access real-world language usage on websites like YouTube, which enhances their motivation, pronunciation, and fluency. Interactive elements like subtitles and annotations also increase user engagement and retention. Though video-based learning has many benefits, it also has drawbacks, such as restricted internet access, discomfort for learners, and the requirement for careful content selection to preserve engagement and pedagogical value. In order to maximize language learning outcomes, educators must carefully incorporate videos into their lesson plans, making sure that the content is relevant, promoting interaction, and actively engaging students. They must also overcome instructional and technical challenges.

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