ROLE OF INTERACTIVE MEDIA TO THE LANGUAGE LEARNING OF FAR-FLUNG LEARNERS: AN EXPLORATORY CASE STUDY

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ABSTRACT

This study explored the role of interactive media to the English Language Learning of far-flung learners of Samar, Philippines. The research examined how these tools were accessed, integrated, and perceived despite infrastructural and contextual limitations. A qualitative research design, specifically an exploratory case study, was employed. Data were collected through semi-structured interviews, capturing the challenges and opportunities of learners and parents in the use of interactive media for language learning. Findings indicated that learners exhibited heightened engagement and enthusiasm along with improved vocabulary and pronunciation when using interactive media but also showed signs of dependence on digital tools. Parents recognized the benefits of interactive media in improving pronunciation and language comprehension but expressed concerns about behavioral risks and exposure to inappropriate content. The study identified five key themes along the perspectives of the participants: 1) instructional strategies, 2) learner behavior and response, 3) language skill development, 4) barriers to effective utilization, and 5) access and resourcefulness in far-flung settings. While these tools enhanced engagement and comprehension, challenges related to access, learner dependence, and content regulation persisted. The findings suggested that strategic integration and parental supervision were essential for maximizing the benefits of interactive media in resource-limited educational settings.

Keywords: Interactive Media, Language Learning, Far-flung Learners

1. INTRODUCTION

The use of interactive media in learning English has been a global trend over the past decade, significantly transforming ways of living and learning. However, despite increased accessibility in the Philippines, many still struggle to understand its impact on English language learning and proficiency.

According to the Programme for International Student Assessment (PISA, 2023), the Philippines remains among the lowest performers in math, science, and reading. Likewise, the English Proficiency Index (2023) ranked the country 20th among 113 nations, reflecting a decline from its 14th rank in 2018. These findings underscore the persistent challenges in English language learning, particularly in rural and underserved areas.

The lack of access to teaching-learning resources in far-flung communities further worsens these challenges (Quejada & Orale, 2018). Geographic constraints hinder students' exposure to quality educational materials, limiting their ability to develop proficiency in English. To address this, Kilag et al. (2023) proposed the integration of interactive media, particularly YouTube educational videos, to improve students' English language skills. With

15

digital platforms becoming more accessible, researchers have emphasized the potential of interactive media as a tool for enhancing language learning.

Unlike traditional static media, interactive media encourages active participation, fostering engagement and personalized learning experiences. It encompasses a broad spectrum of digital tools, including social media platforms, online streaming services, video games, mobile applications, and educational software (Vicente, 2020). These platforms have become integral to modern education, creating avenues for both social connectivity and knowledge acquisition (Hesketh, 2023). In the Philippines, Statista (2024) reported that Filipinos spend over three hours daily on social media, the highest in the Asia-Pacific region, with an average internet usage of 8.52 hours per day. This extensive engagement with digital media presents an opportunity to leverage interactive platforms for educational purposes.

Several studies have highlighted the benefits of interactive media in language learning. For instance, touch-screen devices have been found to enhance children's print awareness and writing skills (Neumann, 2016; Price et al. 2015). Similarly, interactive media facilitates learning transfer from digital activities to real-world applications, such as puzzle-solving tasks (Huber et al. 2016). In language education, the adoption of interactive media has been associated with increased student motivation, comprehension, and engagement (Oyeyemi et al. 2016; Al-Harbi, 2015). Furthermore, research on English as a Foreign Language (EFL) learning has demonstrated significant improvements in listening comprehension through interactive media tools (Chein et al. 2020). According to Ambarini et al. (2018), interactive media enhances language learning by making lessons more engaging, improving student motivation, and facilitating better understanding of learning materials.

A growing body of research specifically emphasizes the role of YouTube-based educational content in vocabulary development. Studies suggest that young learners significantly benefit from watching structured educational videos designed to enhance their language skills (Imaniah et al. 2020). YouTube channels such as Cocomelon and ChuChu TV have been found to support children's vocabulary acquisition and communication skills, reinforcing language learning through engaging visual and auditory stimuli. This aligns with findings by Kanozia and Jindal (2019), who reported that YouTube-based content strongly influences the language development of children, particularly those around six years old. In the Philippine context, Kilag et al. (2023) found that parents actively utilize YouTube educational videos to enhance their children's English proficiency, focusing on fundamental language skills such as grammar, vocabulary, and pronunciation. However, while these digital resources offer numerous advantages, concerns such as screen addiction and exposure to inappropriate content remain significant challenges.

Similarly, mobile-based interactive media has been shown to aid remedial reading programs. A study conducted by Gabejan et al. (2021) in Samar revealed that Grade 7 students at the frustration reading level benefited from mobile-based interactive learning, leading to notable improvements in reading comprehension and fluency. These findings further support the idea that digital platforms can serve as valuable tools in addressing literacy challenges among Filipino learners.

Given these perspectives, this study explored the role of interactive media in the language learning of far-flung learners in Jiabong, Samar. By analyzing its potential benefits and limitations, this research contributed to ongoing discussions on the integration of interactive media learning tools in the Philippine education system and their role in addressing the country's persistent English proficiency gap.

Generally, this study explored the role of interactive media to the language learning of far-flung learners.

Specifically, the study sought to answer the following:

1. Explore learners' language learning experiences on the use of interactive media
2. Explore parents' perspective on the role of interactive media in language learning

2.REVIEW OF THE RELATED LITERATURE
2.1 Krashen's and Ellis' Theories of Language Acquisition

Acquiring a second language is one of the most natural things a human mind can experience. As Krashen (1987) has pointed out, there are two ways in which a person can gain language ability. The first one is 'the learned system', conscious and unnatural. While the second one is 'the acquired system', unconscious, free, and natural.

Ellis (1986) uses the terms learning and acquisition to differentiate if a person has developed language ability in either of the two. It was added that 'acquisition' refers to unconscious process of acquiring another language. Ellis (1986) pointed out some important factors that affect second language acquisition and labeled them part of the 'informal environment' composed of 1) foreign language speakers, 2) teacher language, 3) parents' or home language, and 4) learners' peers.

Krashen (2002) emphasized that there is a huge role that formal and informal environments play in the child's second language acquisition. The formal environment functions as the tool in mastering the second language, while the informal environment serves as the natural process of acquiring a second language through the factors listed above.

2.2 Lennberg's Critical Period Hypothesis

Lennberg's Critical Period Hypothesis coincides to this study as the participants are far-flung elementary learners who belong to the critical age range of acquiring a language which is from 2-12 years old. Thus, this theory also explains how exposure can be a significant factor to language acquisition.

By linking the significant critical hypothesis theory of Lennberg, children who belong to this age group are more susceptible to acquiring the language. The results of this study may contribute to guiding teachers of the primary levels in teaching English in a new way— integrating interactive media or downloaded YouTube English videos to boost language learning outcomes.

2.3 Mayer and Moreno's Cognitive Theory of Multimedia Learning

According to Mayer and Moreno (1999), interactive media instruction enhances the functionality of the individual's brain. The assertion about the theory is that effective learning involves the use of both images, words, and sounds (Mayer, 2005).

The combination of aural input with the visual images on YouTube has encouraged many educators to adopt it as a teaching tool in their classes (Kuo, 2009). The learners can receive utterance and visual stimuli simultaneously, which can enhance their language learning skills as well as their vocabulary and comprehension (Kabooha et al. 2018).

Mayer and Moreno (1999) emphasized that profound learning can occur when information is presented both in text and graphics, rather than text alone. Moreover, this theory is related to my study in a way that it gives a clear justification as to how interactive media play an integral part in the language learning of students.

2.4 Recent Studies

Technology plays a vital role in societies and it can be used for many aspects of daily life. For instance, many people use technology to conduct activities and work like searching for a job, completing business transactions, or gathering information. In fact, technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. However, there are a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube website, (Almurashi, 2016).

Flynn and Richert (2015) demonstrated that children achieved higher performance in letter and number recognition, as well as device familiarity, when parents emphasized the educational content rather than concentrating on the device itself during the use of novel interactive media.

Neuman (2016) also discussed a positive relationship between the use of touch-screen devices and the development of print awareness, print knowledge, and phonological awareness in children aged 2 to 4 years. This suggests that engaging in pre-writing activities on these devices may enhance reading and writing skills. Furthermore, research by Price et al. (2015) demonstrates that 2- to 3-year-old children can create more continuous and intricate marks on an iPad compared to using traditional paper and paint, a skill that is fundamental to writing. Additionally, touch-screen devices have been found to facilitate the transfer of learning from digital to physical tasks, such as puzzles (Huber et al. 2016).

Almurashi (2016) found that the use or exposure to YouTube can play a vital role in helping learners understand their English lessons, improve their performance, and advance their understanding of English language. However, the researcher emphasized that future researchers should also explore variables concern to the attitudes of learners in using YouTube and the negative concerns that learners might develop while immersed in the said platform.

This mentioned study also relates to that of Delwi et al. (2020) where they found out that selected YouTube Kids' Channels can improve young children's communication skills, particularly enriching their vocabulary in English.

In research conducted by Linuwih and Trihastutie (2020) the researchers revealed interesting fact that English which is normatively learned merely as a foreign language to most Indonesian people is no longer something far-off to the toddlers who were exposed to English nursery rhymes and songs. The results also showed that the media and co-watching activity was able to support the toddlers' ability to produce intelligent English pronunciation and understanding of simple English words.

Kabooha and Elyas (2018) also found out that YouTube provided statistically significant effects on the students' vocabulary learning. A factor that is believed to have influence this good result is due to the positive perceptions of both group participants (teachers and students) on the use of YouTube as a tool in enhancing their English vocabulary competence.

Moreover, Gamlo (2019) revealed that learners are more motivated to learn English through the use of Mobile Game-Based Language Learning Apps. This result relates to the findings of Muftah (2019) where the use of social media has been significantly perceived to have positively impacted learning English language in terms of writing style, reading skills, listening and lexical variation, communication skills and grammar usage.

Tran and Tran, (2023) also suggest incorporating mobile applications, such as the Mobile Apps on Language Teaching and Learning (MALLP), into language instruction can enhance language learning outcomes and elevate student motivation.

Despite the benefits, some parents expressed concerns about the potential negative effects of excessive screen time. They worry about issues such as reduced face-to-face interactions, the impact on physical activity, and the potential for distraction (Price et al., 2015).

Parents are often concerned with balancing educational content with recreational use of interactive media. They emphasize the importance of ensuring that media use is purposeful and supports educational goals rather than solely serving as entertainment (Huber et al., 2016).

Another dilemma in the case of this study is the locale of the participants, as they are from far-flung barangays of Jiabong, Samar, which poses scarcity in the use of media resources. In a similar study conducted by Poedjiastutiea et al. (2021), it was revealed that there were significant challenges for English teachers in Indonesia while putting the student-centered approach because of the dearth of media, instructional materials, exposure and distribution of junior and senior high school required textbooks. Teachers were compelled to use the chalkboard to write and read exercises.

Lastly, Herizal et al. (2023) also determined that teachers in remote areas face six main challenges when teaching English like, insufficient infrastructure, inadequate learning facilities, inadequate learning resources, low English proficiency, unfavorable teaching conditions, and limited opportunities for teacher development.

3. METHOD
3.1 Research Data
The study was conducted in (4) four far-flung barangays of Jiabong, Samar which the researcher labeled as Zones 1, 2, 3, and 4 for confidentiality purposes.

This study has three group of participants: the learners, parents, and primary English teachers. Overall, there are 14 participants, nine are learners and five are parents. In choosing the learners, the researcher used three major criteria a) the pupil is a bona fide student in any of the four identified far-flung school zones for school year 2024-2025; (b) the pupil has been exposed or has access to interactive media in household and classroom for at least a year and (c) the pupil belongs to a monograde class.

3.2 Design of the Study
This study employed a qualitative research design to develop an in-depth understanding of the role of interactive media in language learning among far-flung learners in Jiabong, Samar. Specifically, an exploratory case study approach was utilized, as this method is suited for investigating phenomena where the outcomes are not predetermined or clearly defined (Lucas et al. 2018). Contextually, the study adopted Braun and Clarke's (2006) framework for data analysis to systematically analyze qualitative data, providing a comprehensive and in-depth understanding of the research problem. This approach facilitated a thorough exploration of the role of interactive media in language learning among far-flung learners and contributed to generating new insights into its academic implications.

3.3. Data Collection and Analysis

After the Institutional Human Research Ethics Committee (IHREC) granted the researcher approval and ethical clearance on October 10, 2025, the data collection process got underway. On November 18, 2024, the researcher requested for a permit to study in the Planning and Research Section of the Samar Division Office after preparing the required paperwork, including the research instrument and the ethical clearance certificate. The authorized permit was then made public by the division on November 26, 2025. The actual interview transpired last January 16-17, 2025 in the identified far-flung barangays of the researcher—covering 4 zones with 21 identified participants composed of nine learners, five parents, and seven teachers. The whole interview session was approached in the most comfortable language that the participants wished to use. Proper translation of the inquiries has been provided.

This study has utilized thematic analysis to explore the language learning of far-flung learners through the utilization of interactive media. The thematic analysis framework, introduced by Braun and Clarke (2006), consists of several systematic phases. First, the data is thoroughly examined through repeated readings to gain a full understanding and to uncover initial insights. Following this, key features within the data are systematically coded, allowing for its organization into meaningful segments. These codes are then combined into broader patterns, creating potential themes that align with the research objectives. The emerging themes undergo a careful review and refinement process to ensure coherence, consistency, and accurate representation across the dataset. Once confirmed, each theme is clearly defined and suitably labeled to reflect its conceptual importance. In the end, the findings are compiled into a structured report that weaves the thematic insights into a cohesive narrative supported by empirical evidence.

4. RESULTS AND DISCUSSION

4.1 Learners' Perspective

Theme 1: Learning Strategies and Support Systems

The first theme presents learners' language learning strategies through the use of both traditional instruction and interactive media exposure in school and at home. Participants affirmed that they develop their language skills through a combination of varied activities at home and in school including teacher instruction, family-supported reading, and school-provided materials, focusing on simpler vocabulary. They actively check understanding and engage in varied classroom strategies, including reading, video viewing, and writing tasks.

Sub-Theme 1: Combined Home-School Support

Home and school environment are two major environments for learners' language learning experiences to occur. Both possess big roles in navigating learners' English language success. Participants affirmed that their English skills are more strengthened through teacher instruction and home-based reading support from family.

Significant statements supporting this claim are as follows:

"Namamati kan teacher tas nag aanswer" (I usually listen to my teacher and answer some questions)" [Learner Participant 1, Page 25, line 12].

"Nagbabasa…Nagpapabasa hi Sir amon tag usa-usa… tas mayda liwat spelling liwat. (Reading…Our teacher lets us read one by one and we also conduct spelling)" [Learner Participant 3, Page 29, line 17].

"Ha balay nag babasa ngan nag a-assignment kami ni ate…(At home, I usually read and do my assignment with my sister " [Pupil-Participant 6, Page 34, line 23].

Participants acknowledged that the combined home-school support has a profound implication on how they learn English. The collaboration between teachers and families ensures continuous exposure to the language, supporting concepts beyond the classroom. Family-supported reading complements formal instruction, allowing learners to practice and internalize new vocabulary in a familiar environment. This consistent engagement fosters confidence and a deeper understanding of English. The combined efforts of home and school create a structured yet supportive learning experience, demonstrating that language acquisition is most effective when nurtured in both educational and home settings.

Studies conducted after pandemic suggest that parental involvement is a key factor for the academic success of a child, (Smith & Stoddard, 2022; Valk et al. 2022; Annie, 2022).

More so, home support with the aid of interactive media use is a major factor in the English language learning of child as Singh & Navarajah (2024) revealed that the most effective method in teaching English at home is through the use of online based method, specifically the use of interactive and fun learning mediums was seen as the most impactful.

Todorova (2018) also pointed out that a successful partnership between teachers and parents is built on "mutual trust, respect, and shared responsibility." This emphasizes that both teachers and parents can gain from each other through collaboration and collective effort. Parents are crucial collaborators in the educational process (Flores, et al., 2021). Therefore, educators and parents can serve as supportive guides for one another, exchanging insights on what they believe will best support the students.

Sub-Theme 2: Self-Directed Understanding

Self-Directed Understanding is seen as one of the language learning strategies of the learner participants. The participants in the context of this study actively engage in self-monitoring comprehension checks to ensure understanding of English lessons and concepts they encounter.

> *"Gin aano ko po gin i-intinde tapos gin sisigurado ko po kun ansya an akon pag ka intinde han language nga akon nababaroan ha English.* (I and try to understand it and I ensure if I am comprehending and learning the English language correctly)" [Learner Participant 2, Page 27, line 18].

> *"Tapos gin iikahihiro ko an pagyakan ngan pag intindi, gin papamatian ko kun amo na it akon pag-pronounce* (I practice whether I am pronouncing and comprehending the word right)" [Learner Participant 5, Page 34, line 39].4

> *"Gin sesearch ko tas namamati ako hit pagyakan kun gin aano ngan kun ano it iya meaning kun ano it iya kagamit* (I research about the word, I listen as to how it is pronounced and I try to understand its meaning and its usage)" [Learner Participant 5, Page 34, line 39].

The participants' acknowledgement of "Self-Directed Understanding" as a language learning technique emphasizes their proactive attempts to track their understanding and assume accountability for their language development. Contextually, this highlights implications in the necessity of teaching strategies that encourage independence and self-evaluation among English language learners.

Moreover, participants also affirmed that by offering instant feedback and flexible learning opportunities, interactive media like video streaming platforms and applications can help them reinforce self-directed activities even more. It can also be analyzed from their shared views that reflective exercises like peer conversations and guided questioning can also assist students in improving their self-monitoring techniques. Teachers, on the other hand, can foster a more encouraging atmosphere that encourages students to take charge of their language development by encouraging these activities with technology and classroom participation.

According to Lai et al. (2022) studies underscore the essential significance of self-directed learning in language learning and its influence on learner success. Studies indicate that students who practice self-monitoring and self-regulated learning are more inclined to enhance their language proficiency, especially when aided by interactive media and digital resources.

Furthermore, Jeong (2022) also identified several advantages of mobile-assisted learning for English studies, including convenient access to learning materials, portability of

educational tools, a flexible and self-directed learning environment, enhanced interaction, and increased self-efficacy in English learning performance.

Sub-Theme 3: Basic Reading Practice

This theme presents how learners practice English by reading school-provided materials and assignments, focusing on simpler vocabulary. Since most of the participants experience scarcity in terms of interactive media use and exposure, learners settle in basic reading as their primary practice to learn English.

This is supported by the following statements:

"Nagbabasa ako mga barasahon ngan assignment (I read books and and my assignments)" [Learner Participant 3, Page 29, line 17]

"Nagbabasa hin mga English books kay waray man kami TV (I just read English books because we don't have TV)" [Participant 9, Page 44, line 11]

*"Nakakabasa mga simple English words (*I can read simple English words)" [Partcipant 3, Page 29, line 21]

The results demonstrate that learners mainly participate in basic reading activities utilizing school-supplied resources and tasks, concentrating on simpler vocabulary due to limited access to interactive media. Although reading is an essential instrument for learning English, the lack of digital exposure may impede opportunities for multimodal learning, that includes visual, aural, and interactive components to improve comprehension and retention.

In the context of this study, this provides an implication for educational enhancements that integrate technology-based tools to complement common reading materials. Digital resources like e-books, multimedia programs, and online reading platforms offer learners ample linguistic opportunities, enhancing engagement and facilitating a much profound language processing. Furthermore, encouraging for the use and integration of interactive media in classroom setting might lessen gaps in digital exposure, enabling students to cultivate a more profound comprehension of English beyond fundamental reading skills.

The education sector should contemplate efforts that enhance access to digital learning resources and foster a more dynamic educational environment. This may encompass instructor-facilitated incorporation of multimedia resources, enhanced language learning tools, and online collaborative activities to enhance vocabulary development and reading comprehension. By overcoming the restraints of interactive media utilization, learners can perform better in reading habits and boost a more comprehensive and relatable methodology for English language learning.

In a study conducted by Mudra (2020), it was revealed that young learners, especially in English as a Foreign Language (EFL) contexts, frequently encounter obstacles to digital literacy. With this, learners rely on printed resources and basic vocabulary reading practices. Johnson et al. (2021) also examined how kids in low-resource settings cultivate reading habits based on school-supplied materials due to inadequate exposure to digital learning resources. Moreover, research on basic reading practices in primary learners highlights the importance of specific reading instruction and motivational support in promoting literacy development. Research indicates that interventions integrating reading comprehension strategies such as summarizing, questioning, and self-monitoring, substantially improve learners' text processing capabilities, (Boardman et al., 2017; Meyer, Wijekumar, & Lei, 2018).

Sub-Theme 4: Multimodal Classroom Activities

Learners affirmed that their experiences encompassed several teaching strategies in classroom context, including reading, video viewing, and writing assignments that facilitate English language learning. Multimodal classroom activities are seen to be helpful in developing learners' language skills, one renowned theory even suggests that learners learn best when more senses are involved.

"*Guin papasurat kami activity ngan guin pa pa-answer modules* (We write activities and answer modules)" [Participant 4, Page 31, line 16]

"*Nagkikita kami mga videos ha room* (We watch videos in the classroom)" [Participant 5, Page 33, line 19]

"*Tas gin papa answer kami works sheets… meanings of words and others* (We answer some worksheets, like the meaning words and others)" [Participant 6, Page 35, line 21]

By looking at the statements above, it can be analyzed that participants are exposed to different language teaching strategies in the classroom with the integration of interactive media and also the use of traditional teaching strategies focusing on macro-skills like writing and reading. The varied language teaching strategies encountered by learners like reading exercises, video watching, and writing activities, emphasized the significance of multimodal teaching in English language learning. Exposure to many learning modalities improves understanding, involvement, and memory retention, as various activities address distinct cognitive and language requirements. Reading enhances vocabulary and grammatical proficiency, video content aids auditory and visual processing of linguistic structures, and writing tasks consolidate comprehension and expression.

Research shows that the integration of these modalities set a dynamic learning atmosphere that promotes language learning and critical thinking abilities (Mayer, 2021; Ellis & Shintani, 2016). Moreover, Ding and Fan (2022) multimodal teaching approach could improve teachers' vocabulary teaching ability, promote students' vocabulary learning ability and enhance their pragmatic skills. Therefore, educators have to continue using multimodal strategies to provide learners with flexible and significant activities for the development of their English language skills.

Theme 2: Interactive Media Engagement

The second theme under the learners' perspective discourses how digital media's growing accessibility affects how learners interact with language learning process. Participants manifested positive perspective in exposure to child-friendly English material on sites like YouTube as it helps them enhance their listening and comprehension skills. Participants also noted that they prefer video-based instruction in the classroom because it can clearly, interestingly, and interactively provide information, boost their language learning experiences, resulting to an improved content knowledge. Lastly, through entertainment videos on social media, learners come across both English and Filipino languages, therefore highlighting the importance of digital platforms as informal yet powerful means for language learning in multilingual settings.

Sub-Theme 1: Digital Content Exposure

This theme underscores how learners are exposed to interactive media, the usual platforms they are utilizing at home and in school, and how interactive media affects their language skills. Participants affirmed that interactive media boosts their learning engagement, they themselves believe that lessons are much easier to comprehend when their teachers present

lesson through video presentation. Participants also shared the same sentiments in the use of YouTube as their primary choice of interactive media platform along watching cartoons in TV and kids' stories, and these are their statements:

> *"Oo maaram ako pag search mga videos* (Yes, I know how to search videos)" [Participant 1, Page 26, line 16].

> *"YouTube ako nagkikita* (I watch videos in YouTube)" [Participant 7, Page 37, line 19].

> *"Cartoons nga English tapos sugad hito kwentong pambata* (I watch English cartoons and stories for kids)" [Participant 8, Page 43, line 141].

By analyzing the pertinent statements given by the participants, it can be implied that even if their locale faces dilemmas over interactive media access and use, they can still find interactive media resources to boost their language learning practice through occasional YouTube exposure along with watching English cartoons and kids' stories at home. This implication suggests that they can navigate search engines and look for contents with the use of interactive media on their own, supporting learners' autonomy of language learning. Contextually, it can also be implicated that the participants tend to learn English unintentionally through a series of exposure to these interactive media. When they expose themselves to these, they gain familiarity of the language leading to enhanced English language command.

According to Global Media Insight (2025), YouTube is the world's second largest search engine next to google with over 2.70 billion users around the globe and Philippines is ranked 9 in utilizing this video streaming platform with a record of 57.7 million or half of the country's population.

Similarly, The Annie E. Casey Foundation (2024) discussed that over 36 million children aged 0-11 are active internet users, surpassing teen users (ages 12-17) by 11.6 million. A vast of studies have shown positive impact of YouTube in language learning. Moreover, Friyanto et al. (2019) also observed that YouTube influences students' language acquisition and learning positively. By watching YouTube English vlogs, students get to improve their sentence construction, phrases, and combine new words learned from watching to construct their own sentences.

Sub-Theme 2: Preferences for Multimedia Learning

This subject illustrates learners' preference for multimedia learning in the classroom. An analysis of the statements below reveals that the utilization of multimedia as a tool in the teaching-learning process facilitates a more accessible and successful learning experience from the learners' perspective. Participants favored video-based teaching for its clarity and engaging format.

As stated by the participants:

> "*TV. Oo po pag nagamit TV…Mas maupay pag mayda TV…Oo mas malaksi ako mahibaro pag may TV kay malaksi mag intindi ngan mas ma-enjoy kami.* (I like it when we use TV in the classroom. I can learn lessons quickly and learning is much enjoyable). [Learner-Participant 1, Page 25, line 6-8].

> "*Maupay. Malaksi maintindihan. Hehe. Na-excited ako…Mas maupay pag nagamit h Ma'am TV* (It's good when we use interactive media in the classroom. It helps me

understand lesson easily. It boosts my excitement too…I prefer that our teacher uses TV)" [Learner-Participant 3, Page 30, 52-54, line 6-8].

"Mas maupay ko pag nagpapakita h Sir video…Hin kay, mas na i-interesado ako ngan maupay pamati…mas nahibabaro ako hit kuan ah… hit lessons…(I prefer learning when our teacher uses videos. It boosts my interest and I am more willing to listen and I get learn lessons with ease.)" [Learner-Participant 7, Page 39, line 104-119].

The statements highlighting preference with the use of multimedia in the classroom carry two major implications. First, participants feel that they are maximizing their learning opportunities when being taught with video-based instruction since its use promotes clarity and cultivates enhanced understanding of learning content. Second implication is drawn on the emotions they feel when their teacher uses multimedia in the teaching-learning process. Several participants affirmed that lessons and discussions are much livelier and they feel happier when multimedia is used in the classroom. Therefore, multimedia learning plays a core function in engaging learners and promoting clarity, especially that our learners of today belong to the era of 'visual learners' where they mostly learn concepts from what they are watching. Another important factor to link in the over preference of learners for interactive media use in the classroom is the scarcity of interactive media exposure at home, overly relying their exposure of interactive media at school.

According to Mamat et al. (2022) Interactive Media Technology enhances children's comprehension and fosters interest in learning English, creating a more engaging and enjoyable educational experience. Similarly, Bentley (2018) highlighted that multimedia-assisted learning methods improve both motivation and academic performance, particularly among preschool learners. Moreover, Gillen & Kucirkova (2018) also noted that teachers need to utilize teaching methods that are fun to relate young children's school and home lives. In conclusion, it can be affirmed that the use of multimedia learning as an approach promotes positive language learning in the perspective of learners.

Sub-Theme 3: Entertainment-Based Media Use

This theme accentuates learners' use of interactive media for entertainment purposes and the platforms where they usually immerse themselves with. Participants affirmed that the use of video streaming platforms like Facebook and TikTok do not only enhance their learning experiences but also offers entertainment where they can encounter English and Filipino language.

"Nagkikita ako ha Facebook tas talagsa TikTok mga videos" (I usually watch videos from Facebook, and occasionally I also watch videos from TikTok)" [Learner-Participant 4, Page 31, line 28]

"Mga drama tas English cartoons" (I watch dramas and English cartoons) [Learner-Participant 9, Page 45, line 24].

"English tas danay Pilipino…. Mga kanta liwat…Mga bag-o nga kanta" (I watch English songs typically new songs, and frequently I watch Filipino songs too)" [Learner-Participant 4, Page 32, line 54].

By analyzing the statement of participants above, it can be assessed that they utilize interactive media in watching entertaining content. Contextually, it can be implicated that integration of video streaming platforms such as Facebook and TikTok into learners' daily lives emphasizes their dual role as educational tools and sources of enjoyment. These platforms

expose students to English and Filipino in natural settings, which promotes incidental language acquisition and strengthens comprehension abilities. This proposes that teachers should use digital media in educational contexts, incorporating structured content that matches with academic goals while utilizing students' existing engagement with social media to provide more realistic and immersive language learning opportunities.

According to Anthony et al (2021) there may be an advantage point where moderate use of interactive technology for entertainment can support children's educational growth. Similarly, The Annie E. Casey Foundation, (2024) also noted that learners are now engaging with social media early on in their development and exhibiting preferences for certain apps and platforms. Therefore, teachers and parents must continue interactive media exposure, however, it should be bounded with guided mediation both coming from language teachers and parents at home ensuring that learners are exposed to safe contents.

Theme 3: Learner Motivation and Behavior

Language learning is more successful when learners are motivated, which can be observed through their classroom behavior. This theme highlights how TV and video-based content enhances both understanding and enjoyment. Participants affirmed that exposure to interactive media supports better comprehension. Additionally, positive emotions like enjoyment and happiness and peer influence emerged as key factors contributing to the learning experience. Watching English videos fosters engagement and imitation through social interactions. Moreover, happiness and social learning play a crucial role, as interactive media promotes joy and peer-supported discovery of new English words.

Sub-Theme 1: Enhanced Engagement via Media

This theme highlights the significant role of media in enhancing learner engagement within the classroom setting. Participants perceive media integration as beneficial, as it facilitates faster comprehension and fosters a more enjoyable learning experience. The use of TV and other multimedia tools in instruction not only improves concept retention but also creates dynamic and interactive learning environment, reinforcing students' motivation and engagement.

> *Oo mas malaksi ako mahibaro pag may TV kay malaksi mag intindi* (I learn faster when we use TV in the classroom…it makes me understand lessons quickly)" [Learner Participant 1, Page 26, line 27].

> *"Kay mas ma-enjoy kami* (It's more enjoyable)" [Learner-Participant 2, Page 27, line 23]

> *Maupay. Malaksi maintindihan.* (It's good. It makes concepts easier to understand) [Learner-Participant 2, Page 27, line 23]

The statements above highlight an evident implication that the participants' engagement is enhanced when media is used in the learning process. They affirmed that the use of TV in the classroom helps them understand lessons and concepts better and faster. It can also be implied that engagement and comprehension are important factors to consider in a successful language learning. With this, teachers need to integrate more and enhance also their skills in leading a media-driven classroom to meet the dynamic learning needs of their learners. Contextually, it can be noted that this can just be achieved if learners and teachers will have an adequate access to interactive media in the far-flung setting.

To engage learners and boost their interest in the classroom is a teacher's responsibility. Engaging students in learning activities is the primary duty of the teacher (Ballale, 2024).

Similarly, Sarwar et al., (2023) revealed that the use of interactive media offers a wide range of educational content tailored to children's interests and learning needs. Educational videos can help children concentrate and absorb information as they actively engage with stimulating and informative content. Additionally, videos with interactive elements, such as problem-solving quizzes and educational games, encourage participation and involvement. This type of content can enhance children's cognitive development and improve their ability to process information effectively.

Sub-Theme 2: Peer-Driven Language Use

This theme underscores the role of positive emotions and peer influence in language learning, particularly the participants from far-flung areas with limited access to more advance learning resources.

> *"Happy. Danay marisyo kami ha room pagnagwawatch kami* (Happy. Often, we get to experience so much fun when we're watching together in the classroom)" [Learner-Participant 4, Page 32, line 76]

> *"Ma-enjoy pagkita…Nasubad la ako hit kuan…ako hit gin kikit-an hit akon mga sangkay…* (I enjoy watching vidoes and I'm just emulating what my friends are watching)" [Learner Participant 7, Page 41, line 34].

> *"Happy la. Nauupayan ako pagkinita kaupod akon mga classmates.* (I feel happy watching videos with my classmates)" [Participant 5, Page 34, line 58].

Learning a new language, such as English, can be a deeply enjoyable experience when supported by positive emotions and peer interactions. Watching English videos, for instance, combines entertainment with learning, fostering positive emotions that are amplified by peer encouragement and shared enthusiasm. In the context of this study, it can be implied that peer influence plays a crucial role in this language learning, as it not only enhances emotional well-being but also leads to imitation and collaborative learning. Moreover, the presence of peers during enjoyable activities activates brain regions associated with reward processing, reinforcing positive behaviors like shared learning experiences. By leveraging these social dynamics, learners can build stronger emotional ties to their studies, transforming learning into a shared and engaging journey.

Contextually, the participants shared same view of how peer-influence take a role in developing their language skills. Participants recounted that watching English videos both functions as an enjoyable activity and an avenue for them to have social interactions with their peers. Due to the limited availability of structured learning materials in the far-flung setting, these socially and emotionally engaging experiences become crucial in improving language skills and creating a collaborative learning environment.

According to Shao and Kang (2022), peer interactions play a critical role in shaping learners' emotions and motivation during language learning process. This connection has been explored across various languages, educational settings, and teaching methods, revealing the significant impact of social dynamics on learning outcomes. Moreover, social interactions can significantly influence learners' emotional responses to language learning by affecting their perceptions and engagement (Shao et al., 2020). Conversely, negative interactions, such as inadequate peer involvement, can adversely impact learners' emotional experiences and overall language acquisition (Alamer and Almulhim, 2021). Therefore, adequate peer interactions paired with interactive media exposure can make learners' language experiences more holistic.

Sub-Theme 3: Positive Social-Affective Environment

This theme underscores learners' motivation and behavior in language learning which are profoundly influenced by positive emotions and social interactions, particularly when facilitated through interactive media. The interplay between happiness and social learning creates a dynamic environment that motivates learners in the process of discovering new English words.

> *"Happy, I feel happy kay ano pa nakikig-communicate ako ha classmate ngan ha pag YouTube or TikTok nag aaram liwat ako damo nga English words. (Happy, I feel happy when I get to communicate with my classmate. And also, when I use YouTube and TikTok, I get to learn a lot of new words)"* [Learner-Participant 6, Page 35, line 25].

> *Malipayon ako pag nakakahibaro ako talagudti na words hit amon gin kikit-an ha room. Nababaro ako hit ira kuan mensa…hit ira kuan ibig sabihin…* (I feel delighted that I get to learn few English words from what we are watching. I get to learn the meaning of words)" [Learner-Participant 5, Page 34, line 43].

> *Happy tas excited ako pag abang ha TV han cartoons pati akon bugto* (I feel happy and excited waiting for our favorite cartoon TV show with my sibling)" [Learner-Participant 8, Page 44, line 153].

By analyzing the statements from the participants, it can be implied that happiness and social learning play a crucial role in enhancing language learning process. Contextually, it can be implied that interactive media fosters peer collaboration and engagement, creating a positive learning environment that supports learner motivation in language acquisition. This finding suggests that educators should integrate interactive tools more frequently into language instruction to make learning experiences more engaging and effective. However, data gathered from the research environment reveals challenges in accessing interactive media due to inadequate devices, unreliable internet connections, and frequent power outages in certain zones are recurring. These constraints suggest the need for a contingency plan to ensure continuity in learning when such issues arise.

By analyzing patterns in learners' language experiences, it becomes evident that alternative strategies, such as offline interactive materials or hybrid teaching methods, should be developed to address these barriers and maintain an engaging and supportive learning environment. Furthermore, institutions should implement strategies that prioritize emotional well-being and social support, ensuring that students remain motivated and actively engaged in the language learning process.

A positive social-affective environment plays a crucial role in enhancing language learning outcomes. Research has shown that such an environment fosters peer collaboration, engagement, and motivation among language learners.

Studies indicate that a supportive classroom climate enables students to feel comfortable sharing their thoughts and intentions, leading to increased willingness to participate in classroom interactions. This positive atmosphere can significantly improve language learning outcomes and help develop a more positive approach to learning, (Qui, 2022).

Moreover, Hosseini et al., (2022) also revealed that both classroom social climate and foreign language enjoyment are significant predictors of student engagement in language learning, with enjoyment being a stronger predictor.

Theme 4: Language Skill Development through Interactive Media

This theme presents the role of interactive media in language skill development, and mainly focuses on how digital platforms supplement traditional pedagogical approaches. The study investigates several key subthemes: integrated language development, speaking practice through imitation, vocabulary learning through subtitles, and peer-based language support. These subthemes collectively elucidate the diverse strategies employed by learners to enhance language proficiency through interactive media, thereby extending language learning beyond the confines of the formal classroom.

Sub-Theme 1: Integrated Language Development

Integrated language development explores how media exposure influences language acquisition, which according to participants significantly improves their learners' pronunciation, vocabulary, comprehension, and practical usage. Participants confirmed that video-based learning directly contributed to these gains. They noted enhanced pronunciation clarity, expanded vocabulary, improved understanding, and increased confidence in applying the language.

> *"Hin ano po danay pag pro-pronounce english or ano po pag intindi, tapos kun paano hiya ig gamiton…*(Sometimes, I get to learn how certain English words are pronounced and how it is used)" [Learner-Participant 2, Page 28, line 40].

> *"Opo…kay nababaro ka kay nagawas man pagsearch ha pagkuan hin bag-o nga words.* (Yes. I learn new words by searching it online)" [Learner-Participant 8, Page 42, line 80].

> *"Opo na-ppronounce ko na hiya hin tama tas ano iya meaning* (Yes. It has helped me pronounce the word correctly and what it means)" [Learner-Participant 9, Page 45, line 40].

Findings indicate that integrated language development that is facilitated by consistent media exposure yields significant improvements in language proficiency. Contextually, participants reported enhanced pronunciation, expanded vocabulary, and improved comprehension through regular engagement with video content on platforms such as YouTube and Facebook. This suggests that authentic language input, delivered via accessible media, supports the practical application of linguistic skills. The data underscore the efficacy of incorporating readily available video resources into language learning methodologies.

Building upon the established link between digital media and enhanced pronunciation, as evidenced by Chandra et al. (2023) who highlighted the impact of digital exposure on children's pronunciation accuracy, Darmawan (2018) further substantiates this claim within a student population. Darmawan's comparative study revealed that targeted exposure to YouTube pronunciation videos significantly improved pronunciation abilities, demonstrating a clear causal relationship between video-based learning and observable gains. These studies reinforce the central tenet of the current research, namely that integrated language development, particularly through readily accessible video platforms like YouTube and Facebook, fosters tangible improvements in pronunciation, vocabulary, and practical language usage. The convergence of these findings underscores the potential of digital media as a powerful tool in language acquisition which validates the participants' reported experiences and advocating for the strategic integration of such resources into language learning curricula.

Contextually, implications like those presented by Chandra et al. (2023) and Darmawan (2018) suggest that the current study's focus on integrated language development through interactive media, specifically YouTube and Facebook, is well-grounded in existing research, further supporting the observed positive impact on language proficiency.

Sub-Theme 2: Speaking Practice through Imitation

Video-mediated speaking practice, characterized by repetitive engagement, proves instrumental in language skill development. Mimicry of native speaker discourse, enabled by repeated exposure to the participants, leading to a refinement of pronunciation and intonation. Participants exhibited improved fluency through structured repetition, making language use faster and more natural. Same shared sentiments of participants are as follows:

> *"Opo kay pag paulit ulit nasusubad mo an ira pag yakan.* (Yes because when you're watching it repeatedly, you get to imitate their pronunciation)" [Learner-Participant 4, Page 32, line 80].

> *"Ginsusubad na katima ko pamatian.* (I mimic the pronunciation after listening to it)" [Learner-Participant 1, Page 26, line 35].

> *"Opo nahibabaro ako ha YouTube han kuan kay nasusubad ko man hiya.* (Yes, I'm learning words from YouTube since I mimic them)" [Learner-Participant 2, Page 28, line 36].

This theme revealed that utilizing video-based oral practice, with a focus on repeated interaction with genuine spoken language, significantly aids language development. Emulating native speaker articulation and prosody, supported by recurrent exposure, resulted in demonstrable gains in participant fluency and spontaneous speech production. This highlights a valuable direction for future scholarly inquiry: the creation of responsive, video-driven language learning strategies. In particular, research into the effectiveness of algorithmic systems that tailor repetition and imitation activities, based on real-time learner performance, could guide the design of optimized instructional resources. These investigations would aim to ascertain the degree to which personalized video-assisted practice enhances the attainment of precise and fluid verbal communication abilities.

This study's focus on video-mediated speaking practice draws clear parallels with the work of Mahdi (2022) and Saed et al. (2021). Mahdi's research underscores the efficacy of interactive multimedia, particularly video repetition, in fostering improved speaking and presentation abilities among non-native English speakers. This directly resonates with the current investigation's exploration of structured repetition within video-based language lessons.

Similarly, Saed et al.'s findings, which demonstrate the positive impact of mimicked dialogues from YouTube videos on pronunciation and fluency, reinforce the central claim that repeated exposure and active mimicry are potent pedagogical tools. Consequently, it can be contextually inferred that the observed enhancements in fluency and accuracy, as consistently documented across these studies, are applicable to the specific learner population and language learning objectives examined herein. This connection is substantiated by the shared reliance on authentic video materials and repetitive practice as key components in facilitating spoken language acquisition, thereby suggesting a broader applicability of these methodologies beyond specific learning contexts or platforms.

Sub-Theme 3: Vocabulary Learning through Subtitles

Vocabulary learning through subtitles involves passively absorbing words while watching videos. Participants reveal their practice of reading the written words as they are spoken, connecting visual text with auditory input. This method allows for the natural pick-up of simple English words. Participants expressed that reading subtitles helped them understand and remember new words, particularly when they attempted to pronounce them along with the video.

> *"Mayda pero dire haglarom na words… ginbabasa ko ha screen tas gin iikahihiro ko an pagyakan.* (Yes, I'm learning new words while reading subtitles on the screen, then I practice saying it)" [Learner-Participant 5, Page 34, line 39].

> *"Maupay ha pagkuan, kay mayda man ito inbabasa an diba aadi urhi nga surat, ginbabasa ko ito an iya bagat caption…mas nakakaintindi ako kay nababasa ko liwat.* (It enhances my understanding, because I get to read the subtitles or captions on screen and I can also practice my reading)" [Learner-Participant 8, Page 40, line 34].

> *"Kuan, baga-baga hiya hit, ito hiya nga English dida ko hira ginpipinanbasa hit caption tapos danay nagagamit ko hiya ha school an words.* (I learn English words after reading subtitles from English videos I watch. Then, occasionally, I use the words I learn in school) " [Learner-Participant 9, Page 41, line 57].

Implications drawn in the case of this study proves the effectiveness of vocabulary acquisition through subtitles. Participants affirmed that they acquire new words or improve their understanding and vocabulary by reading subtitles or captions from watching English videos. It can also be implied that analyzing the impact of subtitle presentation variables, such as timing and format, could prove that video-based language learning tools are indeed effective in promoting vocabulary building. Comparative analysis of subtitle-based vocabulary learning with other instructional methods could contribute to the understanding of its pedagogical value.

These research directions relate to the study's examination of video-mediated language learning. Further exploration of subtitle utilization may allow for the refinement of instructional strategies for vocabulary acquisition. This includes the potential for the design of video platforms that adjust subtitle presentation based on learner data, to improve vocabulary retention and application.

The findings of Birulés-Muntané and Soto-Faraco (2016) and Wang and Pellicer-Sánchez (2022) offer valuable insights applicable to the current study's exploration of vocabulary acquisition through subtitles. Birulés-Muntané and Soto-Faraco's (2016) research, demonstrating enhanced vocabulary learning among intermediate ESL learners via English-spoken films with English subtitles, supports the principle that simultaneous auditory and visual language presentation strengthens word retention. Similarly, Wang and Pellicer-Sánchez's (2022) study, highlighting the role of subtitles in improving novel word processing and recall, reinforces the idea that visual word representation aids pronunciation and memory. Therefore, in the context of this study, it is implied that the observed positive effects of subtitles on vocabulary acquisition, as documented in these prior works, are relevant to the participant group and learning scenario under investigation. The consistent emphasis on multimodal input and incidental learning across these studies substantiate the current study's focus on how subtitles contribute to vocabulary development within a video-mediated environment. In the case of this study, this suggests a potential for transferable pedagogical strategies, where the

integration of subtitles within video-based instruction can consistently facilitate improved vocabulary acquisition.

Sub-Theme 4: Peer-based Language Support

Participants effectively solidified vocabulary acquired from media through peer-based language support within the classroom setting. Sentiments from interview conducted revealed that they adapt and integrate new English words into their communication during discussions and collaborative tasks. Furthermore, peer correction serves as a vital component in this process as they provide immediate feedback on pronunciation, grammar, and contextual appropriateness. As a result, participants demonstrated enhanced vocabulary retention and application when they received constructive peer feedback.

> "*Danay nag iistorya English words pag na wrong grammar ako ira ako gin tututduan hin right grammar.* (Sometimes, my friends and I speak English and when I commit a grammatical error, they would correct me)" [Learner-Participant 6, Page 36, line 44].

> "*Danay po nag papakiana ako ha iba, akon friends, kun ansya naba an ano niya, an iya pag pro-pronounce ngan ibig sabihin kan teacher, tas amo na kuno* (Sometimes when I try to ask others, like my friends, if I'm pronouncing and understanding the words correctly, they will affirm that it's correct)" [Learner-Participant 9, Page 45, line 34].

> "*Ha akon mga sangkay, nag prpractice kami tas nagcocorrect amon pagyakan* (We would practice speaking English and try correcting our pronunciation)" [Learner-Participant 2, Page 28, line 42].

The demonstrated effectiveness of peer-based language support, through peer correction and classroom application, directly informs the interpretation of findings within this study. This research, investigating vocabulary acquisition from media, found that peer interaction significantly enhanced learner engagement and retention. Hence, the study draws an implication that future research should focus on refining pedagogical strategies that maximize the benefits of peer correction within media-integrated language learning environments. For instance, investigations could explore the development of structured peer feedback protocols tailored to specific media types, such as film clips or podcasts, and their impact on vocabulary consolidation.

Furthermore, this study indicates that the classroom application of media-derived vocabulary, facilitated by peer interaction, is a crucial factor in language development. Therefore, future research should delve into the design of collaborative tasks that effectively integrate media content, examining how peer feedback influences vocabulary usage in authentic communicative contexts. Specifically, studies could investigate the correlation between the type of collaborative task (e.g., role-playing, debates, presentations) and the depth of vocabulary acquisition.

The studies by Saeed et al. (2018) and Tai et al. (2015) provide substantial reinforcement for the present investigation into peer-based language support and its impact on vocabulary acquisition. Saeed et al.'s (2018) synthesis, which demonstrates that online peer feedback cultivates collaborative learning spaces where learners successfully integrate media-derived vocabulary into their communicative practices, directly parallels the classroom-centric approach of this study. Similarly, Tai et al.'s (2015) research, revealing enhanced vocabulary retention through multimedia integration coupled with peer feedback discussions, validates the

premise that peer interaction significantly enhances the practical deployment of newly acquired lexical items.

Within the context of this study, it can be inferred that the documented advantages of peer feedback, irrespective of platform (online or multimedia), are applicable to the classroom setting under examination. The consistent emphasis on collaborative pedagogy, the promotion of critical linguistic analysis, and the refinement of language usage across these prior works bolsters the current research's findings regarding the effectiveness of peer correction and classroom application. Moreover, the integration of media-sourced vocabulary, as highlighted by Tai et al. (2015), further substantiates the assertion that peer feedback facilitates the practical adaptation and application of vocabulary drawn from multimedia resources. This convergence of findings underscores the potential for developing highly effective pedagogical strategies that harness peer interaction to optimize vocabulary acquisition within a media-rich educational landscape.

Theme 5: Challenges and Drawbacks of Interactive Media

By the analyzing the data gathered from the perspective of learners, this theme underscores the significant obstacles that the participants encountered while engaging with digital platforms. Participants identified significant challenges associated with interactive media use, primarily concerning digital exposure and media comprehension. Specifically, they frequently reported encountering inappropriate online content, indicating risks inherent in unregulated digital environments. Furthermore, comprehension was often impeded by the rapid delivery of media and unfamiliar accents.

Sub-Theme 1: Risks in Digital Exposure

Risks in digital exposure underscores the potential for learners to encounter misleading or inappropriate language online, thus necessitating strong media discernment. Participants' experiences illustrated that the unregulated nature of digital environments often exposes them to learning risks. Specifically, learners frequently reported encountering language or content that was not factually true and included inappropriate words.

> *"Dre kay danay an iba na videos mga baya an yakan…buyayaw tas an iba makaharadlok.* (Some words are bad and inappropriate. And some contents are scary to watch)"* [Learner-Participant 8, Page 40, line 65].

> *"An mga adto nga dire mga ungod nga mga bagay? Ito nga ginpopost ha social media tas dire man ngayan ungod ngan maglain an words.* (Some contents are not true. Some social media posts are fake and uses foul words)"* [Learner-Participant 9, Page 46, line 77].

> *"Nagkikinuan dida't YouTube mga maglain na yakan.* (There is presence of inappropriate word in YouTube)"* [Learner-Participant 7, Page 39, line 102].

These findings imply that parents and teachers must actively address the potential for learners to encounter misleading or inappropriate language within interactive media. Given the participants' consistent reports of exposure to untruthful content and inappropriate word choices, it is imperative that guided mediation from parents and teachers must be present, as well as their effort to incorporate explicit strategies for developing media discernment. This study, therefore, suggests that future interventions utilizing interactive media should prioritize the integration of media literacy training not just for teachers, but also for both parents and children, focusing on critical evaluation of online sources and responsible digital citizenship. Furthermore, the results indicate a need for stricter content curation and monitoring within

educational platforms to minimize learners' exposure to harmful material. In essence, these findings highlight that the effective integration of interactive media necessitates a proactive approach to mitigating digital risks, thereby ensuring a safe and productive learning environment for all participants within this study's context.

The studies conducted by Guess et al. (2020) and Faizal et al. (2024) offered vital insights that directly informed the 'Risks in Digital Exposure' subtheme, revealing clear implications for the present study. Guess et al.'s work showed that media literacy interventions significantly improved the ability to distinguish between accurate and misleading information. This finding aligned with the necessity, highlighted in this study, for learners to critically assess online content. Thus, this research suggested that integrating similar media literacy strategies into educational programs that utilized interactive media could effectively reduce the risks associated with misinformation.

Moreover, Faizal et al. (2024) review on inappropriate language use among English learners pointed to the potential for learners to encounter offensive terms online, a concern echoed by participants' reports of inappropriate words. Consequently, this study not only emphasized the need to address the truthfulness of online content but also the social and cultural implications of language within digital spaces. Therefore, educational programs included contextual language usage awareness, in addition to the ability to identify false information, to protect learners from harm when using interactive media. Contextually, these related studies strongly reinforced the critical role of comprehensive media literacy education in light of this study's findings.

Sub-Theme 2: Barriers in Media Comprehension

This subtheme highlights the challenges learners faced in understanding English content presented through interactive media. This issue directly answered the question regarding problems faced with videos, revealing that the speed of delivery and the diversity of accents presented substantial obstacles to effective learning. Participants noted that the fast pace of speech made it difficult to process information, and that unfamiliar accents created confusion, which hindered their ability to accurately interpret and learn from the content, same shared view are as follows:

> *"An iba dire ko maintindihan kay malaksi, dire klaro.* (I can't understand some because it's fast and unclear)" [Learner-Participant 8, Page 41, line 76].

> *"An iba may accent… makuri pag intindi.* . (Some speakers from the videos has accent, it makes it hard for me to understand)" [Learner-Participant 7, Page 39, line 126].

> *"Malaksi an iba pagyakan dire ako nakakalanat hit kuan danay danay han ibig sabihin.* (Some speakers from the videos speaks very fast that I can't keep up and it hinders my understanding)" [Learner-Participant 2, Page 29, line 69].

The reported barriers such as the challenges with rapid speech and unfamiliar accents, generated significant research implications for this study. Primarily, these findings demonstrated that the provision of interactive media alone did not assure effective learning outcomes. This research underscored the critical importance of linguistic accessibility, extending beyond mere technical availability. Consequently, there arose a necessity for educators to consider the linguistic nuances inherent in digital content and to implement strategies mitigating comprehension difficulties. Therefore, it was suggested that future interventions incorporating interactive media should integrate scaffolding techniques,

including adjustable playback speeds, subtitle options, and the prior introduction of relevant vocabulary. Furthermore, the results indicated a requirement for the selection or creation of media content that introduced diverse accents progressively, facilitating learner familiarization over time. It also calls for teachers to assess contents to be presented in the classroom, making sure that the contents are suited with the learners' linguistic abilities. This study implied that the successful integration of interactive media necessitated a deliberate emphasis on linguistic accessibility which would ensure all learners could effectively process and benefit from the content.

Terzioğlu and Kurt (2022) documented the struggles of learners with fast-paced English media, a challenge mirroring the participants' own experiences with rapid speech. Their study, which validated the effectiveness of LMS tools offering adjustable playback and replay, strongly suggested that incorporating such technologies within this study's interventions could substantially alleviate comprehension obstacles. This contextual alignment indicated that adaptable tools were not merely advantageous but crucial for optimizing learning outcomes within the study's parameters.

Furthermore, Levy et al. (2019) investigated the intelligibility of diverse regional and foreign accents, revealing significant processing difficulties for learners with limited exposure. This finding resonated with the participants' reported challenges in comprehending varied accents within digital media. Given the participants' engagement with diverse online content, the insights from Levy et al.'s work implied that the pedagogical approaches and learning materials employed in this study needed to explicitly address accent variability. It suggested that targeted instruction and exposure to diverse accents, structured through graded and scaffolded materials, were essential for enhancing learners' ability to process English content presented in varying accents.

4.2 Parents' Perspective

Theme 1: Home-Based Support and Learning Approaches

Even in the far-flung setting, parents' view education as a fundamental need for their children. From the series of interviews conducted, patterns of their sentiments reveal that they encourage their children to learn English in school or through interactive media exposure. They also affirmed that development of English literacy skills in children is significantly influenced by home-based learning strategies, particularly when they integrate phonics instruction and occasional media use into their support.

According to participants, it is crucial for them that their children foster love for reading and English language learning. Most parents that were interviewed solely depend in interactive media as their means of assisting their child's academic pursuit, noting that they themselves lack knowledge on some contents. This balance between guided support and autonomous learning is vital for children's cognitive and linguistic growth. Parents often use phonics and basic literacy techniques at home, sometimes incorporating social media content to make learning more engaging.

Parents also support English learning by assigning reading tasks and guiding children with their schoolwork, ensuring they stay on track academically. By promoting reading at home while giving children autonomy to explore and learn independently, parents enhance reading skills and instill a sense of responsibility and self-motivation. The shift from guided to independent learning is a critical phase in a child's educational journey, preparing them for more complex academic challenges and lifelong learning. This approach aligns with the concept of guided autonomy in learning, where parents serve as facilitators rather than sole instructors, empowering children to take ownership of their learning process. By understanding

35

and leveraging these home-based learning approaches, educators and policymakers can better support families in fostering a strong foundation for lifelong learning.

Sub-Theme 1: Phonics-Based Home Instruction

This theme underscores how parents from far-flung setting play a crucial role in their children's English language development despite limited access to advanced instructional methods. Due to these constraints, parents primarily rely on phonics-based teaching to build foundational literacy skills. Some integrate social media content to enhance engagement, though their expertise in English remains basic. This highlights the need for additional resources and support to expand parents' instructional abilities, ensuring a more comprehensive language learning experience for their children.

> *"Kuan po, uhm pagtutdo po ha iya han mga sounds tapos mga letters. Kun ano an akon na experience hadto nga na skwela ako, amo liwat an gin tututdo ko ha ira. Sometimes nagamit gihap ako han social media.* (I teach my child the some alphabet sounds and letters. I base my teaching from what I have also experienced when I was still schooling. Frequently, I use social media to teach them)*"* [Parent-Participant 4, Page 21, line 10].

> *"Pinaagi han pagpapabasa ha iya ngan pag review hit pagsound out hit letters or pantig.* (I let my child read and review how to sound out letters and syllables)" [Parent-Participant 3, Page 19, line 16].

> *"Ginpapabasa ko hira hin mga barasahon ngan tutdo hit sound sugad a, e, i, o, u. Basic manla ito nga akon mga naaadman, ma'am* (I let my children read some passages and I teach them how to pronounce the vowel sounds. Since I only know the basics)" [Parent-Participant 2, Page 18, line 8].

The findings of this study highlight the reliance of parents in far-flung areas on basic phonics instruction and occasional media use to support their children's English learning due to limited content knowledge and resources. Parents often focus on foundational literacy skills, such as letter-sound correspondence and word decoding, as these are accessible methods for teaching English at home. However, the lack of advanced instructional strategies and materials limits their ability to address higher-order language skills like reading comprehension and vocabulary development. This reliance on basic phonics and media-assisted learning underscores the need for external support to enhance parental teaching practices.

Research supports the effectiveness of phonics-based instruction in developing early literacy skills, particularly phonemic awareness and decoding abilities. In the context of this study, it was revealed that parental involvement in phonics-based home instruction, assisted by media use, has been shown to play a significant role in children's literacy development. Moreover, research indicates that parents often focus on foundational literacy skills, such as phonemic awareness and decoding, while integrating media tools to enhance engagement and accessibility. For example, Cammenga (2015) highlights the importance of family involvement in phonics education, emphasizing that children learn best when adults plan meaningful activities that encourage learning. Her study evaluated an evidence-based phonics game designed for home use, demonstrating how multisensory approaches—incorporating auditory, visual, and tactile stimuli—can improve letter-sound recognition and phonological awareness when parents actively participate in their child's literacy journey.

Similarly, Hulme et al. (2022) explored the impact of family learning phonics courses on parents' ability to support their children's reading development. The study found that

structured phonics sessions significantly improved parents' letter-sound knowledge and their capacity to provide consistent literacy support at home. Parents reported increased confidence in assisting their children with reading tasks, highlighting the value of targeted interventions to enhance parental teaching practices. These findings underscore the need for accessible resources and training programs to empower parents in far-flung areas, enabling them to effectively utilize phonics instruction alongside media tools for comprehensive literacy development at home.

Sub-Theme 2: Shifting from Guided to Independent Learning

This sub-theme underscores how parents in far-flung areas support their children's English language learning despite limited resources. Many parents provide foundational assistance by allowing their children to borrow mobile phones to complete assignments and access educational content. While parental guidance remains essential, children gradually develop independent learning habits, relying on digital tools for self-directed study. Parents noted that the shift highlights the role of technology in bridging learning gaps, as well as the need for further support to enhance both their involvement and digital literacy in remote communities.

> *"Oo gin.. tututduan ko pag kaya ko pero kadalasan talaga diri naman hiya napatutdo kay adto namanla hiya hit cellphone nag sesearch.* (I teach my child when I can but more often, she would not seek for my help since she can already do searching on her own)" [Parent-Participant 3, Page 19, line 23].

> *"Yana baga di na kay nakakalugaring naman hiya pero kun may mga assignments asya't natutdo gihapon ako kun kaya ko* (Right now, I feel like my child can already do it by himself. But whenever he has an assignment, I do teach him when I can)" [Parent-Participant 5, Page 24, line 14].

> *"Sometimes kasi na huram ito hira, tas pag kita nira hito, hira nala ito nag search hit ira assignment tapos bagan dire na ako nag mind hito kay maaram naman hira mag use han kuan cellphone. Guin ch-check ko nala kun nakaka-assignment gud hira* (My children would sometimes borrow my cellphone to help them with their assignments, I really don't mind, since they are now knowledgeable in navigating the device. What I do is just to check if they're really making their assignment)" [Parent-Participant 4, Page 21, line 20].

By analyzing statements from the participants, implications can be drawn on how parents in far-flung areas navigate their role in their children's English language learning. The findings highlight a transition from direct parental instruction to fostering self-sufficiency, as parents, despite limited content knowledge and resources, encourage children to explore digital tools for independent learning. This shift underscores the necessity of structured support systems to empower parents in facilitating effective home-based learning.

Furthermore, educators and policymakers should implement training programs that equip parents with strategies to balance guidance and independence, ensuring they can provide meaningful support despite resource constraints. Additionally, access to curated digital resources aligned with phonics-based instruction would enhance both parental engagement and safe media use. Research by Kalaycı and Öz (2018) demonstrates that even basic parental guidance significantly influences learners' social, emotional, and academic growth, while Xia (2022) emphasizes that home-based parental involvement strengthens language development by fostering positive learning attitudes. These studies reinforce the importance of enhancing

parental capacity through structured interventions, bridging content knowledge gaps while promoting independent learning practices in resource-limited settings.

Sub-Theme 3: Home-Based Learning Assistance

This sub-theme highlights how parents support home-based English learning through guided reading and homework assistance. By assigning reading tasks and helping with schoolwork, they reinforce classroom learning and strengthen their children's literacy skills. Parents observe that their involvement enhances comprehension and motivation with their children, fostering a lasting interest in reading.

> *"Ginpapabasa ko hira hin mga barasahon… ngan pag-guide hit ira mga assignment* (I teach my child when I can but more often, she would not seek for my help since she can already do searching on her own)" [Parent-Participant 2, Page 18, line 8].

> *"Pinaagi han pagpapapabasa ha iya* (By means of letting her read)" [Parent-Participant 3, Page 19, line 16].

> *"Kun may mga assignments asya't natutdo gihapon ako kun kaya ko.* (I do help my child when she has assignments, I teach her when I can)" [Parent-Participant 5, Page 24, line 14].

By analyzing the statements of the participants above, it can be implied that parents in far-flung areas play a crucial role in their children's English learning, despite limited resources and content knowledge. They assist by assigning reading tasks and guiding homework, helping children develop basic literacy skills and improve comprehension. However, challenges such as low English proficiency and lack of access to advanced teaching materials limit their ability to support complex language learning.

Research highlights the impact of parental involvement in language development. Kalaycı and Ergül (2020) found that parents' participation in reading and schoolwork positively influences children's academic and emotional growth. Similarly, Xia (2022) emphasized that home-based learning support strengthens language skills by fostering positive learning attitudes. These findings suggest that providing parents with accessible learning tools and strategies can enhance their role in guiding children's English acquisition, even in resource-limited settings.

Theme 2: Media Exposure and Home Environment

This theme expounds how parents expose their children to interactive media at home and the platforms they use. Despite scarcity in media access due to unreliable internet connections, parents in remote areas find alternative ways to support their children's learning. One common solution is the use of Piso WiFi vendos, which allow families to access the internet in small increments. Through this, children can engage with Facebook, TikTok, and YouTube, using these platforms for both entertainment and educational purposes.

Furthermore, educational app utilization remains a priority, as parents turn to Google and dictionary apps to assist with school assignments. Even with limited internet access, they ensure their children can search for word definitions, translations, and explanations, helping them navigate English learning at home.

In addition, common household media use reflects how families incorporate digital platforms into daily routines. Parents and children frequently use Facebook and YouTube not just for leisure but also as a means to reinforce classroom learning. Watching videos, listening

to English conversations, and exploring interactive educational content provide additional exposure to the language in an engaging format.

Lastly, monitored media access ensures that children use digital tools responsibly. Since internet access is often restricted, parents regulate screen time by allowing children to use digital platforms primarily for academic purposes. By doing so, they maximize limited resources while maintaining structured learning experiences.

Sub-Theme 1: Platform Availability at Home

The current theme explores the platform availability at home, focusing on the accessibility and use of interactive media. Participants affirmed the use of the following platforms, namely, Facebook, TikTok, and YouTube in the household. These platforms are increasingly integrated into daily routines, offering children exposure to educational content while also serving as a source of entertainment.

Despite challenges such as limited internet access in remote areas, these digital platforms play a significant role in enhancing children's learning experiences, providing them with opportunities to engage with English language content and improve language skills.

> *"Facebook usually an gin gagamit namon* (We usually use Facebook at home)" [Parent-Participant 2, Page 18, line 19].

> *"Yes. Sugad mga TikTok, ano ito, mga YouTube.* (Yes. My child uses TikTok and YouTube at home)" [Parent-Participant 1, Page 16, line 17].

> *"Nagamit kami hito…Oo Facebook. YouTube ngan TikTok* (Yes we use those. Facebook, YouTube, and TikTok)" [Parent-Participant 5, Page 24, line 16-19].

This theme expounds how parents' access to interactive media platforms such as Facebook, TikTok, and YouTube is readily available. Participants affirmed that despite the scarcity of reliable internet connections, they find ways to provide access to these platforms, recognizing their role in enhancing educational opportunities for their children. Social media platforms, although traditionally seen as entertainment tools, have also become valuable resources for learning. They offer a variety of content ranging from educational videos to language lessons that parents and children can use to reinforce classroom learning or discover new educational materials. Despite the limited access, these digital tools serve as a bridge between traditional learning and modern technology, providing children with exposure to English content and language development resources.

Previous studies have shown the positive impact of media exposure on language development. For example, Anderson and Dill (2020) emphasize that children who have access to educational media platforms show improvements in language acquisition, especially when parental guidance is involved. Moreover, Bouchard and Hall (2019) note that the use of digital platforms can significantly enhance learning when appropriately integrated into educational practices, even in areas with limited resources. These findings underscore the potential of interactive media as a valuable tool for language development in resource-constrained environments.

Sub-Theme 2: Educational Application Utilization

This theme examined how educational app utilization by participants in far-flung settings support their children's English assignments. Due to limited access to traditional resources, participants often rely on digital tools like Google and dictionary apps. These apps

provide a practical solution to enhance language learning, enabling participants to clarify assignments and assist with comprehension.

> *"Google didto ako nag sesearch… tas nagamit liwat hiya dictionary apps* (I use google to search and my child uses a dictionary apllication)" [Parent-Participant 3, Page 20, line 26].

> *"An ira mga assignment, pag magkuri ginpapa-search ko hira Google* (When my child is having a hard time with his assignment, I let him use Google to search for it)" [Parent-Participant 4, Page 21, line 20].

> *"Iba iba manla. Mayda liwat ito hiya Merriam apps ha akon cellphone* (Just a sort of different applications, my child also has Merriam application downloaded in my cellphone)" [Parent-Participant 3, Page 20, line 28].

The data above highlights the increasing reliance on interactive media platforms and applications, such as Google search, dictionary apps, and Merriam-Webster mobile tools, within far-flung households to support children's academic needs. Parents often facilitate access to these resources when children encounter difficulties with assignments, ensuring they have the tools necessary to independently search for information. Platforms like YouTube and Facebook are also commonly accessible at home, providing additional educational content. This trend reflects the growing integration of digital tools into everyday learning environments, especially in households where traditional educational resources may be limited.

However, while interactive media offers convenience and accessibility, it also raises concerns about the quality and appropriateness of information accessed by children. Parents play a crucial role in monitoring and guiding their children's use of these platforms to ensure academic focus and safety. Controlled access to media for educational purposes has emerged as a key strategy for maintaining productive learning environments at home.

Research supports the effectiveness of parental involvement in managing children's use of interactive media for educational purposes. A study by Birmingham Science City (2016) found that 91% of children aged 6-15 use Google as their primary information source, with parents often taking a secondary role in guiding their searches. This highlights the importance of parental supervision in ensuring responsible media use. Similarly, Beyens et al. (2019) emphasize that joint media engagement between parents and children enhances learning outcomes by fostering critical thinking and promoting safe digital habits. These findings underscore the need for parents to actively monitor and guide their children's use of interactive media while leveraging its potential as a valuable educational tool.

Sub-Theme 3: Monitored Media Access

This sub-theme highlights how parents actively control their children's use of interactive media, limiting access primarily to educational purposes. By monitoring media engagement, they affirmed that it is vital to ensure that digital tools are used effectively for learning while minimizing distractions and potential risks. This approach reflects a growing trend to balance the benefits of digital resources with the need to maintain a focused and safe academic environment at home.

Statements that support this claim:

> *"Pag may assignment po hira... pero dre ko gin papahigara gud hira ha social media* (I only let them use gadget when they have assignment. But not to the point that they'll get used with social media.)" [Parent-Participant 4, Page 22, line 36].

"Oo controlled la, may oras han pag aram, may oras an pag cellphone. Pang eskwelahan gud la it akon pagpapahuram. (Yes, their access is controlled. I make it clear that there is time to study and there is time to use cellphone for leisure. I just let them borrow my phone for if its for educational purposes)" [Parent-Participant 5, Page 24, line 36].

"Guin papanginano ko la. Karuyag ko nahuram ngani hiya kanan pag-aram gud la. (I monitor their access. I want him to borrow my phone for educational purposes only)" [Parent-Participant 2, Page 18, line 24].

By analyzing the statements above, it can be implied that parental control over media access plays a crucial role in shaping children's responsible use of technology for academic purposes. In far-flung areas where educational resources are limited, parents take deliberate steps to regulate screen time, ensuring that digital tools serve as learning aids rather than distractions. This structured approach fosters discipline, time management, and purposeful media engagement, reinforcing the idea that technology should enhance, rather than hinder, a child's education.

These findings highlight the need for initiatives that equip parents with strategies to manage digital access effectively. Schools and policymakers should develop programs that promote responsible media use while bridging digital literacy gaps in remote communities. Research by Lauricella et al. (2020) emphasizes that parental mediation enhances children's ability to self-regulate digital consumption, leading to better academic outcomes. Likewise, Kabali et al. (2019) found that structured digital engagement positively influences young learners' cognitive and literacy skills, reinforcing the importance of balanced and purposeful technology use in education.

Theme 3: Child Motivation and Behavior

The current theme explores how media exposure influences children's interest in the English language, with a strong preference for English-language content emerging as a key motivator. This observation emerged through parents' accounts of their children's media habits, as they noticed how exposure to English-language videos, games, and social media content naturally sparked curiosity and engagement. Parents in far-flung areas, despite having limited access to interactive media, reported that their children actively sought English content, reinforcing the role of media as both an informal learning tool and a source of motivation.

Sub-Theme 1: Media-Driven Language Interest

Participants observed that their child's preference for English-language media reveals a media-driven motivation for language learning. This inclination suggests that exposure to English media not only enhances linguistic skills but also fosters an intrinsic interest in the language. By engaging with English content, children are more likely to develop a positive attitude toward language acquisition, driven by the enjoyment and engagement they derive from media consumption. This media-based motivation can serve as a powerful catalyst for language learning, encouraging children to explore and interact with English in a more immersive and engaging way.

As stated by the participants:

"Karuyag niya English an iya pipilion, kikit-an... cartoon nga English sugad hito (My child really prefers watching English cartoons)" [Parent-Participant 2, Page 18, line 28].

"It iya hilig iton nga mga kanta ngan videos nga bag-o tas mga English sugad (My child prefers watching and listening to new English videos and music)" [Parent-Participant 5, Page 32, line 24].

"Agsub kasi ito hira magkita hin mga movies nga ada ha mga Facebook nga mga English it hilig ito nira (They would frequently watch English movies in Facebook, they really prefer English movies)" [Parent-Participant 1, Page 16, line 19].

By analyzing the statements above, it can be implied that parents in far-flung areas observe how media exposure significantly shapes their children's preference for English-language content. Despite challenges such as unreliable internet access, children actively seek English cartoons, music, and movies, indicating that media serves as a motivating tool for language learning. This highlights the need for educators and policymakers to leverage media-driven learning strategies, ensuring that even in remote communities, learners can access quality English content that nurtures their interest and strengthens language acquisition.

Parents' involvement in promoting English language use at home can significantly enhance children's intrinsic motivation to engage with English media. Research by Butler (2015) supports this notion, highlighting that parents from higher socioeconomic backgrounds are better positioned to provide opportunities for English use outside of school, which in turn boosts children's self-determined motivation as they grow older. This suggests that parents can influence their children's preferences by creating an environment that encourages English language interaction, whether through media consumption or other activities.

Furthermore, the study by Choi et al. (2020) emphasizes the impact of parental beliefs and practices on children's attitudes toward English learning. They found that mothers' beliefs about early childhood English education directly influenced preschoolers' positive attitudes toward English through the mediation of their English experiences at home. Children who were taught English directly by parents or through technological devices showed stronger motivation and preference for English learning. These findings imply that parents can effectively boost their children's motivation for English media by actively engaging them in English activities and providing access to English content at home. By doing so, parents can create a supportive environment that not only enhances language skills but also fosters a lifelong interest in English media and learning. This underscores the need for educational programs to support parents in developing strategies that promote English language use and media engagement in the home environment.

Theme 4: Language Development through Media Exposure

This theme underscores the significant influence of digital content in fostering children's linguistic skills. Parents in remote areas, despite limited and more often unreliable internet access, have observed how interactive media enhances their children's comprehension of English. Exposure to educational videos, online storytelling, and animated language lessons has been particularly effective in improving their ability to understand spoken English, as digital content presents language in engaging and content-rich formats. Through repeated exposure, children become more attuned to pronunciation, sentence structure, and word meanings, which gradually strengthens their overall language proficiency.

A key observation among parents is the way children naturally imitate phrases and expressions they encounter in media. This verbal imitation suggests that digital platforms do not merely entertain but also serve as a dynamic tool for active language learning. Whether through characters in educational cartoons or repeating common phrased from interactive videos, children reinforce their speaking skills in a manner that feels natural and spontaneous.

Moreover, the observable improvements in pronunciation and vocabulary development further highlight media's role in expanding their linguistic repertoire. By engaging with diverse digital content, children are exposed to a wider range of words and sentence constructions, fostering deeper language learning experience.

Additionally, media exposure facilitates continuous language expansion by introducing children to new vocabulary in meaningful contexts. As they watch and listen to various forms of digital content, they naturally pick up new words and expressions, integrating them into their own speech. This organic process of language learning is reinforced when parents actively support and monitor their children's engagement with media, ensuring that the content remains educational and developmentally appropriate.

Sub-Theme 1: Comprehension Development

From the participants' perspective, interactive media plays a vital role in supporting their children's English comprehension in far-flung settings, where access to traditional learning resources is scarce. Parents recognize that digital tools such as educational videos, dictionary apps, social media platforms help their children better understand English by providing visual and auditory reinforcement. Since many parents in these areas may not be fluent English speakers themselves, they themselves rely on these resources to assist their children with schoolwork. While some parents actively guide their children's use of digital materials, others adopt a more hands-off approach, allowing their children to explore and learn independently.

> *"Pamati ko Ma'am, ha pag ano la ha pag intindi.* (In my own point of view, I bet it improves my child's comprehension)" [Parent-Participant 2, Page 19, line 24].

> *"Danay an pag improve han iya paglantaw han ibig sabihin han kuan.* (Sometimes it improves how my child understands the meaning of words)" [Parent-Participant 1, Page 17, line 43].

> *"Yes Ma'am mas nakakasantop hira hit meaning hit mga ginyiyinakan* (Yes, Ma'am. It really improves how my child comprehends the meaning of the spoken language in the video)" [Parent-Participant 4, Page 22, line 46].

The role of parental involvement in digital learning has significant implications for language comprehension. Studies show that when parents actively engage in their children's media use, comprehension improves due to guided learning interactions. For instance, Liao et al. (2022) found that parent-assisted multimedia learning led to higher vocabulary retention and comprehensive skills in young learners, as parents helped children decode meaning and reinforce language structures. Radesky et al. (2019) also highlighted the co-viewing educational videos and discussing content afterward improved children's ability to process and apply new language concepts.

However, in far-flung areas where parents may have limited English proficiency, their involvement often takes the form of providing access rather than direct instruction. Zhang & Chen (2021) noted that parents in low-resource environment act as facilitators, ensuring children have access to offline or pre-downloaded educational content when internet connectivity is unreliable. This aligns with findings from the present study, where parents strategically manage resources, ensuring that language learning continuous even during power interruptions.

While interactive media enhances comprehension, its effectiveness depends on how parents regulate and integrate these tools into their children's learning routines. Moving

forward, greater efforts should be made to equip parents with strategies for optimizing digital learning, such as selecting reliable content, setting structured screen time, and encouraging reflective discussions after media use. By strengthening parental engagement, even families in far-flung areas can maximize the benefits of interaction media for comprehension development.

Sub-Theme 2: Verbal Imitation from Media

Participants have observed their children mimicking English phrases from media, indicating that media exposure can significantly impact language learning. This observation suggests that media serves as a tool for language learning, where children learn by imitating what they hear. For instance, children might repeat phrases from their favorite TV shows or movies, which can help them develop pronunciation and vocabulary skills.

> *"Pamati ko Ma'am tikang ito ha selpon... nasusubad niya it mga yakan kun English.* (In my opinion, it's really from using cellphone because my child tends to mimic English words from watching)" [Parent-Participant 2, Page 18, line 18].

> *"Nakakabulig gad gihapon kay kun anot ira nababati nakukuha ngan nasusubad man gihapon nira* (It really helps because whatever they hear from what they are watching, they tend to imitate it)" [Parent-Participant 3, Page 20, line 32].

> *"An influence ada maam kay baga nasusubad niya talagsa it kayakan ha video* (I feel that the influence comes from my child being able to mimic words from video occasionally)" [Parent-Participant 4, Page 23, line 55].

From a parental perspective, the role of media in verbal imitation presents both opportunities and challenges. While parents recognize its benefits for language exposure, they also express concerns regarding content appropriateness and lack of structural learning guidance. Since media-driven imitations often lacks contextual explanation, children may repeat phrases without fully understanding their meaning. As Hirsh-Pasek et al. (2018) points out, children's language learning is influenced by the quality and quantity of language input they receive. Media, when used appropriately, can provide children with access to diverse and engaging language experiences, leading to increased exposure and opportunities for imitation.

The influence of interactive media on verbal language development has been widely recognized in language learning research. Verbal imitation plays a crucial role in second language learning, as children refine pronunciation and gain confidence in spoken communication. A study by Dore et al. (2020) found that children exposed to interactive video content demonstrated improved pronunciation accuracy and increased use of conversational English expressions, compared to those with limited media exposure. Furthermore, Vandekerckhove et al. (2022) highlighted that children who frequently engage with English-language media develop stronger phonological awareness and are more likely to experiment with spoken English in social settings.

Sub-Theme 3: Observable Language Gains

This sub-theme focuses on the noticeable improvements in pronunciation and word comprehension observed by the participants. Participants report that their children confidently use new words in conversations and demonstrate better word comprehension, indicating that interactive media reinforces and accelerates language learning. This improvement is often attributed to consistent exposure to linguistic inputs, which can come from various sources, including educational media and interactive platforms. This progress is especially significant

in areas with limited access to English-speaking environments, where media serves as a crucial supplement to traditional instruction.

> *"Pamati ko nag uupay an iya pronounce... danay nalulugian pak niya kun anon ibig sabihin hit mga English words.* (In my opinion, it helps in improving my child's pronunciation. There are even instances when she's a lot better in understanding the meaning of an English word than me)" [Parent-Participant 1, Page 17, line 27].

> *"Oo, didi an nagtitikang nga bagan nag uupay an iya pronounce, pag pronounce...* (Yes, it starts when I came to observe that her pronunciation is getting better)" [Parent-Participant 3, Page 21, line 58].

> *Bagan nabalitaan ko ba nga madali la hira dinhi ha school, bagan nasiring an teachers nga "ini nga bata madali la ini makaluwas hin kuan mga letters"* (I got a news from their school, and I heard from her teacher that "this child is easily pronounces letters)" [Parent-Participant 4, Page 22, line 36].

These observable improvements reinforce the importance of interactive media as a learning tool. However, parents also recognize the need for guidance in ensuring their children engage with age-appropriate and educational content rather than passive entertainment. This then further highlights the role of the parents as facilitators of meaningful media engagement, ensuring that their children maximize the language benefits of digital resources while maintaining a balanced and intentional learning experience.

As noted, the integration of multimedia resources to support language development has profound implications for educational practices. Recent studies affirm the transformative impact of digital tools on vocabulary and pronunciation acquisition. Studies have also highlighted the role of digital tools in supporting language learning, with platforms like Facebook being used to improve writing skills and language development (Tarihoran et al., 2022).

Sub-Theme 4: Language Expansion through Media

Participants highlighted how interactive media fosters language expansion by enabling children to imitate English phrases and acquire new vocabulary from multimedia content. Through exposure to videos, apps, and other digital platforms, participants observe that their children tend to internalize new words and expressions, which broadens their language range. Participants observed that this imitation extends beyond isolated phrases to more complex sentence structures, reflecting the potential for media to facilitate organic language growth.

> *"Gin susubad subad hiya han pagyakan an pag English... may naluluwas liwat hiya na bag-o ha akon pamatian nga words.* (My child mimics how English words are pronounced…and sometimes, my child utters words that are new to me)" [Parent-Participant 5, Page 25, line 42].

> *"Madali la kun nababati man han usa nga bata an word, madali la hiya makuan madali la makukuha an ibig sabihin ngan na-apply niya iton na word liwat* (After hearing the word, my child finds it easy to understand and use the word)" [Parent-Participant 4, Page 23, line 57].

> *"Aadto nagyiyinakan hiya hin usa la hiya nga nag e-eninglish na-adopt niya it mga new words liwat* (There are instances where my child speaks English alone, she also adopts new words)" [Parent-Participant 3, Page 21, line 28-30].

By analyzing the statements above, it can be implied that children tend to internalize new vocabulary and extending meaning through exposure to videos, applications, and other digital platforms. Due to the scarcity of English-speaking contexts in remote regions, digital tools provide an option for immersive language exposure. By choosing age-appropriate and curriculum-aligned resources, they can enhance the advantages of interactive media while reducing exposure to non-educational distractions.

The role of interactive media in language expansion is well-supported by recent studies. Research by Vidal-Abarca et al. (2021) highlights how multimodal input, combining visual and auditory elements, enhances vocabulary retention and comprehension in early language learners. Additionally, Han et al. (2024) highlighted that emotionally engaging interactive environments boost learners' interest and retention, making media integration a vital strategy in language instruction.

Therefore, policymakers and educators should consider developing localized digital resources to further enhance media-based language learning opportunities, ensuring equitable access for learners in remote settings.

Theme 5: Challenges and Drawbacks of Interactive Media

This theme highlights the complexities associated with the integration of interactive media into children's learning and daily routines. While the use of media brings undeniable benefits, participants noted that excessive exposure can lead to behavioral effects. In some cases, overuse of media disrupts essential daily activities, like household tasks or eating routines, illustrating the potential risks of unregulated media consumption. Despite its usefulness, the incorporation of interactive media intro children's lives demands careful monitoring to minimize adverse behavioral impacts.

Another challenge noted by participants is the dual impact of media exposure. On one hand, interactive media effectively aids children in improving pronunciation and acquiring language skills. On the other hand, it exposes them to potentially inappropriate language and undesirable content. Parents acknowledge this duality, recognizing the needs for vigilance to ensure that media use aligns with educational goals while mitigating risks such as exposure to harmful material.

Finally, the cognitive gains facilitated by interactive media are often accompanied by behavioral risks. Media platforms provide valuable opportunities for learning and language development, yet unregulated overuse can disrupt daily routines and negatively influence attentiveness. Participant emphasized the importance of establishing boundaries to ensure that the cognitive benefits of media are fully realized without compromising children's overall well-being.

These challenges underscore the need for balanced and regulated media use in educational and home environments. Parents and educators must work collaboratively to maximize media's advantages while addressing its drawbacks, ensuring that children benefit from media-driven learning experiences without encountering unintended risks. Careful monitoring, structured access, and proactive guidance are essential strategies in achieving this balance.

Sub-Theme 1: Behavioral Effects of Overexposure

This sub-theme underscores the behavioral effects of interactive media overexposure to children at home. Participants affirmed that too much interactive media use often leads to poor behavioral habits.

Statements that support this claim:

> *"It malain nga ito pag inura ura pag kinuhat selpon kay ito nga dire na hira nasusugo, nga ada la hito nafocus hito nga selpon. Bagat damo gad gihapon iton kuan nga pag susugo mo, dire dayon nasugot kay syempre aadat selpon pagkikinita.* (In my opinion, one of the bad effects of using too much cellphone is that they tend to disregard doing errands anymore because they're too focused using cellphones, or in some cases they will not do their errands immediately because they're still watching videos)" [Parent-Participant 3, Page 21, line 62].

> *"Dire na danay namamati hit tugon…naaadik na pag cenellphone nala* (In some instances, my child does not listen to my instructions anymore as she gets really addicted in using cellphone)" [Parent-Participant 2, Page 19, line 20].

> *"Tapos pag dre ginmomonitor, waray na iba nga natrtrabaho, selpon nala.* (Sometimes, when I fail to monitor her, she becomes really unproductive doing tasks because of using cellphone)" [Parent-Participant 5, Page 25, line 52].

By analyzing the statements, participants observed that excessive engagement with interactive media can lead to noticeable behavioral changes in children. Prolonged screen time often results in reduced responsiveness to household tasks and an increase dependence on digital devices. Children immersed in media may exhibit reluctance to participate in daily chores and social interactions, highlighting the challenges of managing screen time in home environments.

Recent studies underscore the impact of excessive screen time on children's behavior. A study published by Yu-ting et al. (2025) in BMC Public Health found a positive association between increased screen time and problem behaviors among school-aged children, suggesting that higher screen exposure correlates with behavioral issues.

Additionally, research by Prifitis & Panagiotakos (2023) indicates that excessive screen time can lead to development of cardiometabolic disorders and sleep disturbances, further emphasizing the need for balanced media consumption. These findings highlight the importance of establishing boundaries to balance media's educational benefits with its potential behavioral risks.

Moreover, the observation of reduced responsiveness and screen dependence underscores the importance of parental mediation and guidance in children's media use. As Rideout & Robb (2019) highlight, parental mediation and co-use of media can mitigate the negative effects of screen time by fostering critical thinking and promoting healthy media habits. By actively monitoring and regulating their children's media consumption, parents can minimize the risk of behavioral problems and ensure that media is used as a tool for learning rather than a source of dependence.

Structured access to media, combined with proactive parental guidance and mediation ensures that children benefit from interactive tools without encountering adverse behavioral effects. Institutional efforts to promote digital literacy and provide resources for responsible use are essential to support families in achieving this balance.

Sub-Theme 2: Dual Impact of Media

This sub-theme underscores the dual impact of media on language acquisition, highlighting both its benefits and risks. While exposure to various media sources enhances

pronunciation and fluency, it also increases the likelihood of encountering inappropriate language.

As stated by the participants:

> *"Nakakakita man hiya na nakakabati hin sugad hiton nga mga English nga pagpronoune…pero danay nagyayakan hiya bad words.* (My child watches and listens as to how certain English words are pronounced, but sometimes she also utters bad words)"* [Parent-Participant 3, Page 21, line 60].

> *"Dakon iya nakukuha nga mga lesson amo la ito nga ka-adik tas nakakaluwas danay hin maglain na words tikang hit iya ginkikit-an* (My child is really getting great lessons there however she becomes too addicted to it and often utters inappropriate words from what she is watching)"* [Parent-Participant 5, Page 25, line 54].

> *"Nababaro hiya pero dire gud as in nga higlarom nga English tas danay may mga baya liwat nga nababaruan nga* words (My child actually learns but not really deep English words, sometimes she also learns foul words)"* [Parent-Participant 4, Page 22, line 44].

From the statements above, an implication is that while interactive media serves as a valuable tool for enhancing children's pronunciation and language fluency, it also presents challenges related to exposure to inappropriate language. This highlights the need for institutional support, parental involvement, and careful monitoring to ensure that media consumption aligns with educational objectives. By implementing controlled and structured access, stakeholders can maximize the benefits of media-based learning while minimizing its potential drawbacks.

The dual impact of media exposure raises important considerations for both educational practices and parental strategies. Recent studies highlight both its advantages and risks. For instance, Karimova et al. (2013) demonstrated that digital storytelling activities significantly enhance vocabulary and pronunciation while fostering engagement in language learning. As the same time, Poulain et al. (2023) found that unsupervised media use increases the likelihood of children encountering inappropriate content, which can negatively influence their language development. These findings emphasize the need for balanced media use, where parents play an active role in curating safe and enriching content.

Institutional support is also critical in addressing the dual nature of media exposure. Policy recommendations to the Department of Education and other service providers could focus on designing guidelines for integrating interactive media into curriculum-based learning. McNelly & Harvey (2021) emphasized the importance of equipping educators with the knowledge and confidence to integrate media literacy into classrooms effectively, highlighting the need for comprehensive teacher training programs. Schools and community centers could provide parents with resources or workshops to better monitor and guide their children's media use at home.

Additionally, partnerships with media service providers could help establish filters and controls to ensure age-appropriate content for children. Structured media literacy programs, implemented systematically at the institutional level, have the potential to reshape responsible media consumption practices across diverse settings, not just in far-flung areas.

Sub-Theme 3: Cognitive Gains and Behavioral Risks

This sub-theme expounds how interactive media greatly aids learning but can negatively impact daily routines like eating due to overuse. Participants affirmed that in some

cases, their children's overexposure to media decreases their focus in exhibiting household routines. This surely poses great risk in developing social and mental skills.

Stated by the participants:

> *"Dako an bulig ha iya pagkahibaro ha English... Pero ada na an bagan kulang na hiya han pagkaon, di nahikaraon* (It is a helpful tool for my child in learning, however, my child often has no interest in eating and doesn't seem to want to eat anymore)" [Parent-Participant 1, Page 17, line 48].

> *"Kakabulig gad liwat, Ma'am. Nasusubad niya it mga yakan kun English. Tapos, kun kinahanglan mo signgon nga "pag ready na kay masulod na ha eskuwelahan", dire la anay kay mag seselpon la anay.* (It helps too, Ma'am. He can imitate English words through it…However, sometimes when you tell him to get ready for school, he doesn't react immediately since he's still on his cell phone.)" [Parent-Participant 2, Page 20, line 19].

> *"Nababaro gud hiya han English ha cellphone… Pero talagsa gadla ito la nga baga't dire nakakaistorya maupay pag nagcecellphone* (She is learning English on his cellphone…But sometimes you can't talk to her properly when she's on her phone)" [Parent-Participant 5, Page 25, line 48].

By analyzing the statements above, implications emerge regarding the need for a balanced approach to interactive media use in children's cognitive development. Participants affirmed that interactive media has emerged as a powerful tool for their children's cognitive development. Participants also recognized the substantial benefits of media in enhancing their children's learning experiences, particularly in improving language learning, problem-solving skills, and overall cognitive engagement. However, despite these advantages, participants raised concerns regarding the potential risks associated with excessive media use. Many parents observe that prolonged screen exposure interferes with essential daily activities, such as eating and social interactions, leading to disruptions in household routines. This two-fold nature of interactive media highlights the fine balance between harnessing its educational potential and mitigating its behavioral drawbacks.

Studies accentuate the complex relationship between media use and children's cognitive and behavioral development. Research by Kirkorian et al. (2025) found that interactive media enhances cognitive development by fostering attention and problem-solving skills, particularly in young learners. At the same time, Montag & Markett (2023) demonstrated that excessive media use can lead to cognitive failures and behavioral disruptions, such as reduced attentiveness to everyday tasks.

Addressing these challenges requires significant institutional involvement too. Developing clear policies directed to ensuring that media use is structured and integrated effectively into educational programs without disruption to the child's everyday life is paramount to provide proper guidelines into the use of media. Moreover, collaboration with media service providers presents an opportunity to create targeted solutions, such as tools that encourage responsible screen time and filter content to suit the children's developmental needs.

5. CONCLUSION

Based on the results, learners' experience significant language gains through the use of interactive media, with repetition playing a key role in reinforcing pronunciation, vocabulary, and speaking skills. Watching videos and reading subtitles help learners acquire new words,

while mimicking dialogue enhances speaking fluency. These practices foster engagement and improve comprehension, with video-based lessons being particularly favored for their clarity and appeal. However, challenges such as fast speech, unfamiliar accents, and the potential for encountering inappropriate language online can hinder progress. Despite these obstacles, learners benefit from the combination of media exposure, classroom instruction, and home support, which together promote continuous language development. Moreover, parents also recognize the benefits of interactive media in enhancing their children's English skills, observing improvements in pronunciation, vocabulary, and comprehension through exposure to digital content. They support learning by assigning reading tasks, using digital tools like dictionary apps, and supervising media use for school-related purposes. However, while media fosters independence and motivation, excessive exposure can lead to screen dependence, interrupted household tasks, and the risk of encountering inappropriate language. Despite these challenges, parents balance guidance with autonomy, allowing children to learn independently while ensuring media remains a tool for effective language development.

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