

## THE USE OF AUTHENTIC VIDEO IN ENGLISH LEARNING VOCABULARY: A NARRATIVE THEMATIC LITERATURE REVIEW

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### ABSTRAK

Artikel ini menggunakan tinjauan literatur tematik naratif untuk mengeksplorasi penggunaan video autentik dalam pembelajaran kosakata bahasa Inggris. Studi ini mengumpulkan temuan dari penelitian sebelumnya dengan mengidentifikasi tema-tema umum tentang bagaimana video autentik membantu dalam pengembangan kosakata. Menurut sintesis tematik, video autentik meningkatkan keterlibatan peserta didik, menyediakan masukan bahasa yang kontekstual dan sesuai, serta mendukung penguasaan kosakata secara tidak sengaja. Namun, literatur juga menunjukkan berbagai temuan mengenai efektivitasnya, yang dipengaruhi oleh unsur-unsur termasuk desain instruksional, karakteristik peserta didik, dan konteks pembelajaran. Evaluasi ini berfokus pada pola pedagogis reguler dan tantangan dalam menggunakan video autentik untuk pembelajaran kosakata, bukan mengevaluasi efektivitas studi tertentu. Temuan menunjukkan bahwa video autentik perlu dipilih dan dipertimbangkan dengan cermat untuk memenuhi kebutuhan peserta didik dalam pengembangan kosakata.

**Kata kunci:** video otentik, pembelajaran kosakata, tinjauan literatur tematik naratif

### ABSTRACT

*This article uses a narrative thematic literature review to explore the utilization of authentic videos in learning English vocabulary. The study collects findings from previous research by identifying common themes on how authentic videos help in vocabulary development. According to the thematic synthesis, authentic videos improve learner engagement, offer contextualized and appropriate language input, and support incidental vocabulary acquisition. However, the literature also shows a variety of findings concerning their effectiveness, which are impacted by elements including instructional design, learner characteristics, and learning context. This evaluation focuses on regular pedagogical patterns and challenges in using authentic videos for learning vocabulary rather than evaluating the effectiveness of certain studies. The findings suggest that authentic videos need to be carefully selected and considered to meet learners' needs in vocabulary development.*

**Keywords:** authentic videos, vocabulary learning, narrative thematic literature review

### INTRODUCTION

Vocabulary mastery is an important part of learning a language. It helps learners express their ideas clearly and understand messages better. According to (Robiya et al., 2024), acquiring vocabulary is essential for mastering a language. It influences how someone makes sense of their environment. Thus, vocabulary is not just an extra skill; it is a key part of effective communication. However, as (Afzal, 2019) points out, English

learners often face challenges. This includes issues with pronunciation, spelling, and figuring out meanings from context.

This gap is often caused by formal classroom environments, which tend to feel more structured. (Bahrani and Sim, 2012) argue that exposure to audiovisual media technology in informal settings can contribute more significantly to language proficiency than formal social interactions. This indicates that limited access to

English language interaction in the real world can be overcome through technology-based media that provides access to more authentic language.

One medium that currently dominates academic discussions is the use of authentic videos. Unlike simplified educational materials, authentic videos such as films, social media content, and news present language as used by native speakers in real communication situations (Bajrami & Ismaili, 2016).

Theoretically, the effectiveness of this medium can be explained through the Dual Coding Theory proposed by (Clark and Paivio, 1991). According to this theory, humans have two different but interconnected cognitive systems for processing verbal and nonverbal information at the same time. Clark and Paivio state that learning is more optimal when the words heard are able to trigger mental images in the brain. In the use of video, learners receive both audio input and real visualization, thereby creating a referential connection that strengthens their memory of new vocabulary.

To optimize information retention from these media, caption or subtitle features are often used as aids in videos. (Reynolds et al., 2022) emphasize that the presence of text on the screen creates a more comprehensible learning environment, increasing the chances of incidental vocabulary acquisition through the combination of what we see, hear, and read at the same time.

Although there have been many studies reviewing the use of authentic videos in learning, the findings still seem fragmented across different contexts. As a result of this lack of integrated data, a complete picture of how effective this pattern is remains unclear, as do the main challenges that generally arise in the process of vocabulary acquisition through video media.

Therefore, this article focuses on analyzing the use of authentic videos as a medium for learning English vocabulary. The main objective of this study is to connect the findings of previous studies through a narrative thematic literature review approach. The results of this approach are expected to assist educators and researchers in designing more appropriate strategies when using video media, so that digital technology can have a real impact on learning.

## **METHOD**

This study synthesized data on the use of authentic videos in English vocabulary learning using a narrative-themed literature review. Rather than measuring effectiveness, this method was chosen to allow for interpretive integration of data across findings and to detect common themes and patterns in the literature (Green et al., 2006; Snyder, 2019).

The data sources were obtained from peer-reviewed academic papers, mostly obtained from Google Scholar and several selected language education journals. Keywords such as "authentic videos" and "English vocabulary learning" were used in the literature search. Selected studies focused on the use of authentic videos in vocabulary learning. Articles without a focus on vocabulary learning or the use of authentic videos were excluded.

Following the selection procedure, every study was examined to assess and identify its main findings, methodology, and research focus. The findings were then analyzed qualitatively and grouped into thematic categories based on similarities and common problems across the studies. These topics were narratively synthesized to emphasize similar perspectives, different findings, and new developments in the educational use of authentic videos in learning vocabulary.

## **RESULT AND DISCUSSION**

This section presents the findings of a narrative thematic synthesis of research on the use of authentic videos for English vocabulary learning. Rather than assessing the effectiveness of specific studies, this discussion focuses on understanding the regular pedagogical patterns, learner responses, and challenges reported throughout the literature. The results are organized around three main themes that consistently emerged in the research examined.

### **Authentic Videos as Contextual Input for Vocabulary Learning**

A major theme in the literature is the use of authentic videos as a source of contextual and meaningful language input. According to various studies, learners learn language from authentic videos because it naturally occurs in everyday communication. According to (Bajrami and

Ismaili, 2016), authentic videos demonstrate language in real-world communication contexts, helping learners see how vocabulary is used in practical and cultural contexts. Similarly, (Akhmatilloeyvna, 2021) emphasizes that authentic resources function as natural speech products, helping learners understand the relationship between vocabulary acquisition and actual communication goals.

The use of authentic videos on social media platforms is becoming increasingly popular due to recent technological advancements. (Alshreef and Khadawardi, 2023) found that using TikTok as a learning platform offers a fun experience and improves vocabulary retention. In line with these findings, (Pratiwi and Rohayati, 2023) stated that videos can create a more engaging learning environment. This effectiveness is directly related to the learner's internal motivational capacity; as explained by (Erniyati and Putra, 2022), strong motivation will reduce anxiety and make learners more active in learning new vocabulary. This perspective can be concluded that real-world situations and classroom learning are connected through authentic videos.

From a theoretical perspective, these results align with Dual Coding Theory, which indicates that visual aids improve vocabulary retention when verbal input is included. Authentic videos consistently functioned as a medium that combined situational context with linguistic input, making vocabulary learning easier and relatable to learners in all of the reviewed studies.

#### **Pedagogical Support and Learning Affordances of Authentic Videos**

Another major theme involves the pedagogical features that support vocabulary learning through authentic videos. Many studies emphasize how captions, subtitles, and translation tools help in the integration of new vocabulary by learners. (Wang and Sánchez, 2022) note that on-screen text enables learners to integrate spoken forms with written representations at the same time. (Kurokawa et al., 2024) provide findings in support of this theory, stating that watching videos with captions helps learners acquire incidental vocabulary, especially when they are exposed to frequent audiovisual input.

Beyond textual aids, researchers also highlight the diversity of authentic video formats. (Sadaf et al. 2024) explain learners are exposed to a variety of lexical utilization in a range of communicative contexts through vlogs, interviews, and informal lectures on websites like YouTube. This diversity helps learners understand not only word meanings but also nuances of usage, register, and collocation. Furthermore, according to (Pratiwi and Rohayati, 2023), this kind of exposure helps learners express themselves more easily and naturally.

However, the literature also shows that pedagogical effectiveness relies heavily on instructional design. Authentic videos can be most beneficial when utilized in structured learning activities instead of being used as passive viewing materials. That suggests that authentic videos serve best as supportive tools within facilitated vocabulary learning structures rather than as standalone sources.

#### **Learners' Perceptions, Cognitive Load, and Implementation Challenges**

While learners usually have positive perceptions of authentic video utilization, several studies highlight cognitive and technical challenges. (Wang and Sánchez, 2022) reveal that learners may experience divided focus when videos include various input modes, such as audio, visuals, and captions. Evidence from eye tracking indicates that learners often focus heavily on translations in their native language, which may cause them to pay less attention to forms in the target language.

Furthermore, (Puteri et al., 2022) emphasize that vocabulary challenges are not always resolved by authentic videos. Learners continue to struggle with spelling and pronunciation, proving that exposure on itself is inadequate without directed reinforcement (Jaelani, A., & Umam, A., 2021). These results imply that, especially for learners with lower proficiency levels, authentic videos can cause cognitive load.

Technical challenges also emerge as a frequent concern. (Tahmina, 2023) notes out that internet unstable and advertising interruptions may disturb learning concentration. (Erniyati and Putra, 2022) further state that learners' comfort and perceptions of digital platforms strongly influence

their engagement. Unlike traditional printed materials, video-based learning involves trustworthy technological support, which may not always be accessible in all learning contexts.

Overall, these findings indicate while learners usually view authentic videos positively, their effectiveness can be affected by cognitive requirements and contextual constraints. For effective utilization, learner readiness, technology access, and learning support must be thoroughly assessed.

## CONCLUSION

This narrative thematic literature review synthesizes previous studies on the use of authentic videos in English vocabulary learning by identifying common themes in various educational contexts. The results show that using authentic videos as a vocabulary acquisition tool has significant benefits, especially when it offers contextualized language input, pedagogical support, and interesting learning opportunities.

First of all, learners may regularly get contextualized vocabulary input from authentic videos, which expose them to words in authentic communicative contexts. Exposure to authentic language use, supported by visual and situational indicators, helps learners understand vocabulary beyond distinct definitions and promotes meaningful understanding. This confirms how authentic videos help connect educational material with everyday language use.

Second, the literature indicates that the effectiveness of authentic videos increases when supported by educational aspects such as captions, subtitles, and varied video formats. These characteristics help learners identify lexical usage in various situations and make the connection between spoken and written language. However, the findings also show that rather than being employed as passive learning aids, authentic videos function best when included into structured learning activities.

Third, learners' perceptions and implementation challenges still remain crucial factors. Although learners usually respond positively to authentic videos, cognitive requirements such as divided attention and technical constraints such as internet unstable can

restrict their effectiveness. These challenges show that careful instructional design and contextual adaptation are necessary for successful learning of vocabulary, and authentic videos do not always provide this.

Overall, this review suggests that the use of authentic videos in English vocabulary learning is not a universally effective approach. Their educational significance relies on learner characteristics, learning objectives, technological conditions, and instructional design. Therefore, educators are advised to utilize a selective and reflective strategy when implementing authentic videos into vocabulary instruction. Future studies should examine the ways in which various instructional approaches and learners' abilities influence how well authentic videos help vocabulary learning.

## SUGGESTION

The findings of this review suggest that the use of authentic videos in vocabulary learning should be carefully planned. Teachers are advised to consider factors such as language difficulty level, video length, and learning objectives when selecting authentic video materials. Providing clear learning objectives, such as vocabulary-focused activities or structured reflection, can help learners process lexical input more productively and avoid distractions from visual elements alone. In addition to pedagogical considerations, further investigation of teaching practices and learning contexts is needed. Such investigations can contribute to a deeper understanding of how authentic videos can be optimally integrated into vocabulary learning.

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