Use of Short-Form Video Content for English Language Learning

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ABSTRACT

The study in hand is conducted to investigate the use of short-form video content for English language learning among SHS learners, specifically on conversation and practice, vocabulary building, and pronunciation and phonetics. It employed a descriptive research design and administered a self-made questionnaire to 73 SHS students. Mann-Whitney U Test and Kruskal-Wallis H Test were used to test the study hypothesis. The results showed that no significant difference exists in the extent of use of short-form video content for English language learning of the Senior High School learners in the areas of Conversation and Practice, Vocabulary Building, and Pronunciation and Phonetics when grouped and compared according to Age, Sex, Grade Level, and Strand. With the p-values all greater than the significance level of 0.05, the null hypothesis was not rejected. This indicates that short-form video content is a potential tool for English language learning, as the result is consistent across demographic variables.

Keywords: English learning video content, ESL video-based learning, Short-form educational videos

INTRODUCTION

The rise of 21st-century education has encouraged the use of multimedia tools, including short-form videos, to make learning more engaging and effective. In line with DepEd Order No. 21 (2019) and Executive Order No. 210 (2003), which emphasize English as the primary medium of instruction, short-form videos have emerged as a relevant classroom resource that supports learners' English proficiency. As noted by Asif et al. (2024), Generation Z students naturally turn to digital platforms for learning, making short-form videos a practical way to introduce vocabulary, model proper pronunciation, and provide opportunities for practice. This study therefore focused on three key areas of English language development—conversation and practice, vocabulary building, and pronunciation and phonetics—to understand how short-form videos can support learners' needs.

Despite the growing use of digital media, short-form videos remain underutilized by many language teachers who are more accustomed to traditional, longer videos. The situation is particularly evident in the research setting, where Senior High School learners show low media literacy and weak English comprehension, with diagnostic data revealing that 54% are at the frustrated level, 24% at the instructional level, and only 22% at the independent level. Teachers have also observed persistent challenges in learners' vocabulary and pronunciation during reading and oral activities. These gaps highlight the need to explore short-form video content as a potentially effective and accessible tool for improving students' English skills.

In light of the above-mentioned scenario, the researcher was prompted to investigate the use of short-form video content in student English language learning as an innovative way of developing English proficiency and an effective tool for teachers in teaching English in the classroom. Also, the researcher specifically examined its effectiveness on students' conversation and practice, vocabulary building, and pronunciation and phonetics. The significant insights from this study served as a basis for developing an intervention plan.

OBJECTIVES OF THE STUDY

This study aimed to determine the extent of use of short-form video content for English language learning of the Senior High School learners of a school in a small-sized division in Central Philippines for the School Year 2024-2025 as a basis for an intervention plan. Specifically, this study sought to answer the following: 1) the profile of the respondents in terms of age, sex, grade level, strand; 2) the extent of use of short-form video content for English language learning of the Senior High School learners in terms of conversation and practice, vocabulary building, and pronunciation and phonetics; and 3) the significant difference in the extent of use of short-form video content for English language learning of the Senior High School learners when grouped and compared according to the aforementioned variables.

LITERATURE REVIEW

Short-form videos are increasingly becoming a powerful tool in English language classrooms because they make lessons more interactive and engaging. Susanti and Hamka (2024) describe these videos as brief clips incorporated into lessons and emphasize their innovative role in modern teaching. Studies by Zhang et al. (2022) and Jassim and Dzakiria (2018) show that these materials help students share ideas, practice speaking, and participate more actively, especially in today's social-media-rich environment. Research by Sutrisno (2020) and Meinawati et al. (2020) further supports their benefits, noting improvements in students' speaking skills, confidence, and overall performance. Together, these findings highlight how short-form videos open meaningful opportunities for communication in the classroom.

Vocabulary building stands out as one of the strongest advantages of using short-form video content. Assakhi and Fakhrurriana (2023) found that although students experience some challenges, they still learn vocabulary more effectively with video support. Nordin's (2024) work with Swedish students shows similar gains, with learners imitating sounds and correctly applying new words in context. Syafiq et al. (2021) also observed improvements in vocabulary and fluency. In the Philippines, studies by Cabutaje (2018), Satera et al. (2022), and Cruz et al. (2024) show that students benefit from hearing and seeing words used in real situations, and captions or subtitles—highlighted by Susanto and Suparmi (2024)—make word retention even easier.

Short-form videos also play a significant role in helping learners improve their pronunciation. Research by Nordin (2024) and Syafiq et al. (2021) shows that videos help students model correct sounds and refine pronunciation through repeated exposure. Hasan (2020) points out that the colorful and creative nature of these videos reduces stress, making practice less intimidating. Whalen (2019) and Mulyo et al. (2024) add that short clips help learners focus on essential features of pronunciation without distractions. In local contexts, Cruz et al. (2024), Susanto and Suparmi (2024), and Valencia (2023) confirm that videos—with clear models and subtitles—help students articulate words more accurately. De Matta et al. (2023) also highlight how teachers can use videos as tools for monitoring pronunciation progress.

Despite these benefits, the use of short-form videos is not without challenges. Mauricio-Garcia (2024) notes that limited access to devices and unstable internet connections can hinder their effectiveness. Gagalang (2021) warns that entertaining visuals and sound effects may distract learners, although Ferrer and Ancheta (2022) argue that videos remain extremely helpful in classrooms lacking traditional materials. Concerns about exposure to slang and informal language have also been raised by Marzuki and Mustapha (2023) and Nabila Maghfira and Pratiwi (2022), who found that colloquial expressions dominate many platforms. Even so, studies such as Difilippantonio-Pen (2020) and Nese (2023) stress that with proper structure and guidance, short-form videos can strengthen rather than replace classroom instruction.

Research on learner characteristics shows mixed findings. Purba and Salmiah (2024) and Nainggolan and Manik (2024) found that both younger and older learners benefit from video-based vocabulary learning, though Budiartha and Akmar (2024) argue that age still matters. Gender-related findings also vary while Gawan et al. (2024) report higher speaking confidence in males, studies by Istoqomah (2024) and Erviona and Arsyad (2022) suggest that female students often show stronger fluency and pronunciation. Other researchers, such as Sarmiento et al. (2025), Honrado and Biray (2022), and Calixton and Macuñana (2019), found minimal effects of age, sex, or academic strand on language outcomes. In contrast, Iligan and Legaspi (2021) and Macado and Diano (2021) report that strand can influence vocabulary familiarity and proficiency.

Overall, local research affirms the positive impact of short-form videos on speaking, vocabulary, and pronunciation. Alvarez et al. (2024) and Cruz et al. (2024) recommend integrating these videos to support grammar, vocabulary, and overall communicative competence. Aprillia et al. (2024) observed improved fluency among Grade 11 students, while Samosa et al. (2021) noted increased creativity in writing. Galendez and Ong (2024) and Rosales (2019) highlight the role of subtitles in boosting vocabulary, although Adizon (2023) found no strong link between vocabulary learned from videos and writing performance. Taken together, the literature suggests that when used thoughtfully and consistently, short-form videos provide rich, engaging, and authentic language exposure that strengthens English learning.

METHODOLOGY

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study employed a descriptive research design to determine the extent of Senior High School learners' use of short-form video content for English in a school in a small-sized division in Central Philippines during the School Year 2024–2025, serving as the basis for an intervention plan. As described by Omair (2015), descriptive research focuses on the characteristics of a sample to generate hypotheses and helps researchers understand a problem without influencing the data. This design was appropriate for the present study because it enabled the systematic and accurate examination of learners' engagement with short-form videos, specifically in the areas of conversation and practice, vocabulary building, and pronunciation and phonetics. It also allowed the researcher to gather and analyze relevant information effectively, ensuring a clear understanding of how short-form video content supports English language learning.

Study Respondents

The respondents of the study were the seventy-three (73) Senior High School students. Since the number of respondents was manageable, the total enumeration was considered, and purposive sampling was employed. Purposive sampling is a non-probability sampling that is best used to know and have a focused understanding of small samples (Nikolopoulou, 2023). It is also an effective sampling method to identify shared characteristics or unique cases in a certain population.

Instruments

A self-made questionnaire was used to determine how often Senior High School learners use short-form video content for English language learning. It had two parts: the first gathered basic information such as age, sex, grade level, and strand, while the second focused on their use of short-form videos in conversation and practice, vocabulary building, and pronunciation and phonetics, with each area containing ten items rated on a five-point scale from Always to Almost Never. To ensure that the instrument truly measured what it intended to measure, validity—defined by Patino and Ferreira (2018) and Middleton (2021) as the accuracy and truthfulness of results—was established through the evaluation of three experts with doctoral degrees and backgrounds in English, Mathematics, and school leadership. Using the criteria of Good and Scates, the questionnaire received a validity rating of 4.89, classified as excellent. Reliability was also checked since the tool was self-made; through a dry run involving 30 Senior High School learners from another school, the instrument achieved a Cronbach's Alpha of .786, indicating acceptable internal consistency and confirming that it was a dependable tool for collecting data.

Data Gathering Procedure

To collect the data, a formal letter of permission was sent to the office of the Schools Division Superintendent. After the approval, a letter was sent to the School Head for his consent to allow data collection from the target respondents. Upon receiving his approval, the researcher sought permission from the parents and guidance from the learners to allow their child to participate in the study. Once parental consent was received, the researcher started administering the research instrument to the respondents. The researcher administered and retrieved the research instrument to ensure 100% retrieval.

Data Analysis and Statistical Treatment

Objective No. 1 which aims to describe the profile of respondents in terms of age, sex, grade level, and strand, used a descriptive-analytical scheme and frequency count and a simple percentage formula.

Objective No. 2 also used the descriptive-analytical scheme and mean to determine the extent of use of short-form video content for English language learning of the Senior High School learners in terms of conversation and practice, vocabulary building, and pronunciation and phonetics.

Objectives No. 3 used the comparative-analytical scheme and Mann-Whitney U Test to determine whether or not significant difference exist in the extent of use of short-form video content for English language learning of Senior High School learners when grouped and compared according to the variables.

Ethical Consideration

The researcher and respondents accepted and considered the ethical standards that benchmark the conduct of this study. The researcher highlighted the protection of the respondents and gave importance to the respondents' voluntary participation, informed consent, assent, risk of harm, confidentiality, and anonymity. In Voluntary participation, the researcher asked the respondents to sign or agree to a consent form. However, they were given a choice not to participate without providing reasons. In the context of informed consent, the researcher ensured that the respondents were fully aware of the research procedure. With respect to assent, the researcher ensured that the study participants understood their rights and voluntarily agreed to participate. In terms of risk of harm, the researcher assured that the participants would not be put in a situation where they might feel at risk of harm because of their participation. Moreover, they were informed in advance and can withdraw from the participation without any consequences. In addition, for confidentiality, the researcher affirmed that all information gathered, especially the personal information of the participants, was treated with utmost confidentiality. Likewise, in anonymity, the researcher ensured that the names of the respondents were optionally reflected in the questionnaire.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1

Profile of Respondents

Variables	Categories	Frequency	Percentage
Age	Younger (below 17 years old)	21	28.77
	Older (17 years old and above)	52	71.23
	Total	**73**	**100.00**
Sex	Male	34	46.58
	Female	39	53.42
	Total	**73**	**100.00**

Grade Level	Grade 11	36	49.32
	Grade 12	37	50.68
	Total	**73**	**100.00**
Strand	Agri-Fishery	40	54.79
	HE	14	19.18
	ICT	19	26.03
	Total	**73**	**100.00**

Table 1 presents the data on the profile of the respondents. As shown in the Table, 21 or 28.77 percent belong to the younger category or those aged below 17 years old, while 52 or 71.23 percent belong to the older category or those aged 17 years old and above. The data suggest that the majority of the respondents were older. This aligns with the findings of Fernandez et al. (2023) that students who are attending Senior High School in the research locale are within the age bracket of ages 17-19; and that of Tio (2023) that the age 17-19 is appropriate for being a grade 11 student and that it is a desired age to be in that level.

On the variable sex, 34 or 46.58 percent were male, while 39 or 53.42 percent were female. This indicates that more female senior high school students were in the research venue than male students. This is in contrast to the result of the study by Monleon and Balsomo (2023), which found that, in terms of sex, there are more male students than female students in the research venue in one of the senior high schools in Bacoor City.

On grade level, 36 or 49.32 percent of grade 11 students were there, while there were 37 or 50. 68 percent of grade 12 students. This shows that grade 11 has a smaller number of students compared to grade 12. The data is opposite to the study of Casinillo et al. (2020), which showed that there are more Grade 11 than Grade 12 respondents.

On the variable strand, there were 40 or 54.79 percent Agri-fishery students, 14 or 19.18 percent HE students, and 19 or 26.03 percent ICT students. This indicates that there are more agri-fishery students than in the strands of HE and ICT because the research venue is more focused on agriculture, given its location in the hinterlands. In addition, the school is the only agricultural school in the district. This result opposes the findings of Badilla and Dioso (2023) that, in terms of choosing a senior high school strand, most of the respondents prefer academic strands over the agri-fishery strand because of personal and employability reasons.

Table 2

Extent of Use of Short-Form Video Content for English Language Learning of the Senior High School Learners in Conversation and Practice

Items	Mean	Interpretation
Watching short-form videos…		
1. helps me learn common and basic phrases used in English conversations.	4.41	Great Extent
2. enhances my ability to comprehend spoken English in actual situations.	4.19	Great Extent
3. introduces me to a variety of ways of speaking English, making native and non-native speakers more understandable.	3.22	Moderate Extent
4. boosts my confidence to start English conversations with my friends.	3.37	Moderate Extent
5. introduces me to conversational English rather than the traditional methods.	4.22	Great Extent

6. helps me to imitate proper pronunciation and intonation that refines my speaking skills.	3.96	Great Extent
7. reflects real-life situations of how English is used in different settings.	4.18	Great Extent
8. motivates me to follow English drills frequently.	4.40	Great Extent
9. helps me participate in English conversations with my classmates.	4.11	Great Extent
10. enhances my oral communication.	4.25	Great Extent
Overall Mean	**4.03**	**Great Extent**

Table 2 shows the extent of use of short-form video content for English language learning of the senior high school learners in the area of conversation and practice. The obtained overall mean was 4.03, which is interpreted to a great extent. It can also be noted from the table that the highest mean of 4.41, or to a great extent, was obtained by item no. 1, which states that short-form video content helps in learning common and basic phrases used in English conversations.

On the other hand, the lowest mean of 3.22, or moderate extent, was obtained by item no. 3 on the statement that short-form video content introduces a variety of ways of speaking English, which makes it understandable to native and non-native speakers. The results suggest that while short-form videos provide opportunities for English language learning, they still offer limited avenues for mastery. This indicates the need for targeted interventions to maximize their impact, particularly for senior high school students who are non-native English speakers. This contradicts the findings of Cruz et al. (2024) that short-form videos offer sources of information and activities to learn the English language where students can engage and practice.

The result is also opposed to Norasiah et al. (2023) on their findings that short-form videos offer a wide range of examples and sources for Indonesian students to learn how to speak the English language.

Table 3

Extent of Use of Short-Form Video Content for English Language Learning of the Senior High School Learners in Vocabulary Building

Items	Mean	Interpretation
Watching short-form videos…		
1. helps me gain new English words.	4.32	Great Extent
2. allows me to remember new vocabulary through repetition.	4.07	Great Extent
3. teaches me slang and informal language that I use in English conversations.	3.96	Great Extent
4. helps me grasp proper usage of words in various contexts.	4.08	Great Extent
5. introduces me to words that I practice in my speaking and writing.	4.37	Great Extent
6. keeps me understanding the meaning of new words through visuals and subtitles.	4.19	Great Extent
7. provides words that are easier to remember than those I read in textbooks.	4.48	Great Extent
8. introduces me to new vocabulary in an entertaining way.	4.41	Great Extent
9. encourages me to learn and expand my English vocabulary.	4.44	Great Extent
10. supplies vocabulary that is engaging rather than traditional vocabulary drills.	4.40	Great Extent

	4.27	Great Extent
Overall Mean		

Table 3 indicates the extent of short-form video content for English language learning of the Senior High School learners in Vocabulary Building. As shown in the table, the overall mean was 4.27, which is interpreted to a great extent. It was also presented in the table that the highest mean of 4.48, or to a great extent, was obtained by item no. 7 on short-form video content that provides words that are easier to remember than what is read in textbooks.

Conversely, the lowest mean of 3.96, or to a great extent, was obtained by item no. 3 on short-form video content that teaches slang and informal language used in English conversations. The results reveal that short-form videos accessed online often serve as a source of slang and informal language, which students readily incorporate into their everyday conversations. Since many of these videos are created by influencers with diverse cultural and linguistic backgrounds, their content may significantly shape the language practices and communication styles of learners.

The result supports the findings of Marzuki and Mustapha (2023), who found that short-form video platforms such as TikTok are the most influential source of acquiring slang or informal language used in conversation to look creative and efficient. This also aligns with the findings of Nabila Maghfira and Pratiwi (2022) that slang and informal language are common and popular in short-form videos.

Table 4

Extent of Use of Short-Form Video Content for English Language Learning of the Senior High School Learners in Pronunciation and Phonetics

Items	Mean	Interpretation
Watching short-form videos…		
1. improves my English pronunciation.	4.19	Great Extent
2. teaches me the correct pronunciation of words.	4.27	Great Extent
3. provides me with activities to practice different English sounds and letter combinations or phonetic patterns.	3.97	Great Extent
4. supplies practice where I repeat words to enhance my pronunciation.	4.04	Great Extent
5. comes with subtitles that help me correct spoken words with correct pronunciation.	3.84	Great Extent
6. introduces me to different intonation and stress patterns.	4.15	Great Extent
7. shows me various English accents and pronunciation styles.	4.27	Great Extent
8. boosts my confidence in pronouncing English words.	4.33	Great Extent
9. teaches me how to identify similar English sounds (e.g., ship vs sheep).	4.32	Great Extent
10. exposes me to an engaging drill rather than a traditional pronunciation and phonetics activity.	4.29	Great Extent
Overall Mean	**4.17**	**Great Extent**

Table 4 reveals the extent of use of short-form video content for English language learning of the Senior High School learners in the area of Pronunciation and Phonetics. As depicted in the table, the overall mean was 4.17 with a verbal interpretation of a

great extent. It can also be noted from the table that the highest mean of 4.33, or to a great extent, was obtained by item no. 8 on short-form video content that boosts confidence in pronouncing English words.

In contrast, the lowest mean of 3.84, or to a great extent, was obtained by item no. 5 on the statement that short-form video content comes with subtitles that help in correcting spoken words with correct pronunciation. The data implies that learners in senior high school have perceived the least about the idea of subtitles in some short-form videos, which commonly guide them on how to correctly utter certain words.

The finding is in contrast to Rosales (2019), who found that subtitles in short-form videos play a vital role in learning new words that students practice and use in their conversation. In addition, the result does not agree with Malakul and Park (2023), which reveals that the auto-subtitles system used in short videos is doable to facilitate language learning.

Table 5

Difference in the Extent of Use of Short-Form Video Content for English Language Learning of the Senior High School Learners in the Area of Conversation and Practice When Grouped and Compared According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal Wallis H	*p*-value	*Sig. level*	Interpretation
Age	Younger	21	36.17	528.500		0.831		Not Significant
	Older	52	37.34					
Sex	Male	34	36.38	642.000		0.816		Not Significant
	Female	39	37.54					
Grade Level	Grade 11	36	37.31	655.000		0.903	0.05	Not Significant
	Grade 12	37	36.70					
Strand	Agri-Fishery	40	36.66					
	HE	14	36.57		0.061	0.970		Not Significant
	ICT	19	38.03					

Table 5 reveals the difference in the extent of use of short-form video content for English language learning of the Senior High School learners in the area of conversation and practice when grouped and compared according to variables. The results using the Mann-Whitney U test were interpreted as not significant.

In terms of age, the mean rank of the younger group was 36.17, while that of the older group was 37.34, obtaining a test value of 528.500 with a *p*-value of 0.831. In terms of sex, the mean rank of the male category was 36.38 while the female category was 37.54, obtaining a test value of 642.000 and a *p*-value of 0.816. In terms of grade level, the mean rank of grade 11 was 37.31, while grade 12 was 36.70, obtaining a test value of 655.000 and a *p*-value of 0.903. In terms of the strand, the results using the Kruskal-Wallis H test were interpreted as not significant. The mean rank of the Agri-fishery strand was 36.66, while the HE strand was 36.57, and the ICT strand was 38.03, obtaining a test value of 0.061 and a *p*-value of 0.970. With the *p*-values all greater than the significant level of 0.05, the null hypothesis that there is a significant difference in the extent of short-form video content for English language learning of the Senior High School learners in the area of conversation and practice when grouped and compared according to variables was accepted.

The views of younger learners are the same as those of older learners in terms of conversation and practice that can be improved through the use of short-form video content. The same perspective is held by males and females, both in grade 11 and grade

12, that short-form video content is an effective tool for practicing speaking English. There is also no difference in the position of the three strands on the grounds that it is an influential outlet to learn English in many ways to express ideas verbally.

The result aligns with Daing and Picoy (2024) that the age of students has no significant difference in their communicative skills. In terms of sex, Indrayadi et al. (2024) found no significant difference in how males and females view learning pronunciation. In addition, the grade level results align with the results of Dalan (2023), who found that no significant difference existed in grade level in the daily conversations of students. Moreover, this supports Palmero (2019), who finds a significant difference in the communicative competence of students.

Table 6

Difference in the Extent of Use of Short-Form Video Content for English Language Learning of the Senior High School Learners in the Area of Vocabulary Building When Grouped and Compared According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	Kruskal Wallis H	*p*-value	*Sig. level*	Interpretation
Age	Younger	21	29.45	387.500		0.052		Not Significant
	Older	52	40.05					
Sex	Male	34	37.46	647.500		0.863		Not Significant
	Female	39	36.60					
Grade Level	Grade 11	36	33.10	525.500		0.119	0.05	Not Significant
	Grade 12	37	40.80					
Strand	Agri-Fishery	40	38.98					
	HE	14	38.54		1.615	0.446		Not Significant
	ICT	19	31.71					

Table 6 depicts the difference in the extent of use of short-form video content for English language learning of the Senior High School learners in the area of Vocabulary Building when grouped and compared according to variables. The results using the Mann-Whitney U test were interpreted as not significant.

In terms of age, the mean rank of the younger group was 29.45 while that of the older group was 40.05, obtaining a test value of 387.500 with a *p*-value of 0.052. In terms of sex, the mean rank of the male category was 37.46 while the female category was 36.60, obtaining a test value of 647.500 and a *p*-value of 0.863. In terms of grade level, the mean rank of grade 11 was 33.10, while grade 12 was 40.80, obtaining a test value of 525.500 and a *p*-value of 0.119. In terms of the strand, the results using the Kruskal-Wallis H test were interpreted as not significant. The mean rank of the Agri-fishery strand was 38.98, while the HE strand was 38.54, and the ICT strand was 31.71, obtaining a test value of 1.615 and a *p*-value of 0.446. With the *p*-values all greater than the significant level of 0.05, the null hypothesis that the significant difference in the extent of short-form video content for English language learning of the Senior High School learners in the area of Vocabulary Building when grouped and compared according to variables was not rejected.

This indicates that both younger and older groups have the same stance that short-form video content is a great tool that offers a variety of ways to learn and acquire English vocabulary. The same point is made to both the male and female groups in grades 11 and 12. Also, the Agri-fishery, HE, and ICT strands have the same standpoint.

This contradicts the study of Budiartha and Akmar (2024), which concluded that there is a significant difference in vocabulary development with the age of students. In terms of sex, the finding aligns with the result of Lee (2020), which points out that

being male or female has no significant difference in learning vocabulary. Regarding grade level, the result opposes the findings of Nainggolan and Manik (2024), which conclude that the grade level of students significantly influences word mastery. Meanwhile, the result contradicts Iligan and Legaspi's (2021) findings in terms of strand, as they find a significant difference in the strands of SHS students in terms of word familiarity. Also, it opposes Macado and Diano (2021) as they reveal that SHS strands significantly influence students' language proficiency.

Table 7

Difference in the Extent of Use of Short-Form Video Content for English Language Learning of the Senior High School Learners in the Area of Pronunciation and Phonetics When Grouped and Compared According to Variables

Variable	Category	N	Mean Rank	Mann Whitney U	Kruskal Wallis H	*p*-value	*Sig. level*	Interpretation
Age	Younger	21	0-	534.500		0.888		Not Significant
	Older	52	37.22					
Sex	Male	34	39.22	587.500		0.402		Not Significant
	Female	39	35.06					
Grade Level	Grade 11	36	37.11	662.000		0.965	0.05	Not Significant
	Grade 12	37	36.89					
Strand	Agri-Fishery	40	38.38					
	HE	14	37.11		0.546	0.761		Not Significant
	ICT	19	34.03					

Table 7 reveals the difference in the extent of use of short-form video content for English language learning of the Senior High School learners in the area of Pronunciation and Phonetics when grouped and compared according to variables. The results using the Mann-Whitney U test were interpreted as not significant.

In terms of age, the mean rank of the younger group was 0, while that of the older group was 37.22, obtaining a test value of 534.500 with a *p*-value of 0.888. In terms of sex, the mean rank of the male category was 39.22 while the female category was 35.06, obtaining a test value of 587.500 and a *p*-value of 0.402. In terms of grade level, the mean rank of grade 11 was 37.11, while grade 12 was 36.89, obtaining a test value of 662.000 and a *p*-value of 0.965. In terms of the strand, the results using the Kruskal-Wallis H test were interpreted as not significant. The mean rank of the Agri-fishery strand was 38.38, while the HE strand was 37.11, and the ICT strand was 34.03, obtaining a test value of 0.546 and a *p*-value of 0.761. With the *p*-values all greater than the significant level of 0.05, the null hypothesis that the significant difference in the extent of short-form video content for English language learning of the Senior High School learners in the area of Pronunciation and Phonetics when grouped and compared according to variables was not rejected.

This only reveals that the position of the younger group is the same as that of the older group, that proper pronunciation and phonetics can be learned through watching short-form videos, as it provides much content about pronunciation and stress patterns to guide and practice in enunciating difficult words. The same applies to the disposition of the male and female groups, both in grade 11 and grade 12. Also, the agri-fishery, HE, and ICT strands have the same view that short-form videos can enhance how they pronounce and the proper stressing of words.

The results on age and sex align with the findings of Sarmiento et al. (2025), stating that no difference existed in the age and sex of students in their pronunciation skills. In terms of grade level, the result supports Honrado and Biray (2022), who concluded

that grade level does not significantly affect how students develop pronunciation. Also, in terms of strand, the finding supports Calixton and Macuñana (2019) that there is no significant difference in the pitch and stress learning of students across their strands.

CONCLUSION

The study found that most respondents were older, female, in Grade 12, and enrolled in the Agri-Fishery strand, and that their use of short-form video content for English language learning was generally to a great extent, particularly in conversation and practice, vocabulary building, and pronunciation and phonetics. Regardless of age, sex, grade level, or strand, learners consistently reported high engagement with these videos, and no significant differences were found across these profile variables. From these results, the study concluded that short-form video content is a valuable and adaptable tool for enhancing English language development, supporting key skills such as conversation, vocabulary, and pronunciation across diverse groups of learners.

RECOMMENDATIONS

The study recommends implementing structured short-video-based programs, integrating daily short-form video sessions, providing digital literacy training for teachers, offering schoolwide English programs for all strands, and incorporating well-selected short-form videos into English instruction to strengthen communicative competence through targeted activities and consistent support.

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Conflict of Interest

The authors confirm that there are no conflicts of interest related to the conduct, writing, or publication of this research. All procedures and interpretations were done independently, with no financial, professional, or personal influence affecting the outcomes of the study

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