

The Influence of Watching English Movies on Vocabulary Skills Development of BSE English Students in Pangasinan State University

**Fidette C. Nario , Cristy G. Sanchez, Rose Angila M. Dela Cruz,
Maira Liza A. Castillo, April Rose L. Moranas, Vladimir Marie E. Cabutotan**
*Pangasinan State University, Lingayen Campus
Lingayen, Pangasinan, Philippines*

Abstract – *This study was conducted to determine and examine the Influence of Watching English Movies on Vocabulary Skills Development of BSE English Students in Pangasinan State University. In order to address the primary concern of the study, Chi-Squared Test formula was employed using the statistical software package, SPSS- Statistical Package for the Social Sciences. The findings of the study is the influence of watching English movies is the development and enhancement of vocabulary skills specifically in terms of word relationship and word grouping. Participants in this study reported that watching movies helped them discover words with similar meanings, learn how words were different or related to each other, and understand the meaning of unknown words in context. It also allowed them to construct sentences based on the meanings of words from the movies. Respondents indicated a higher level of confidence and proficiency in identifying different parts of speech in English sentences after regularly watching English movies. This suggests that English movies can be an effective supplementary tool for language learners to develop their language skills and cultural understanding.*

Keywords – *watching English movies, vocabulary skills development, word grouping, word relationship*

INTRODUCTION

English language proficiency is an essential aspect of academic and professional success in today's globalized world. Consequently, vocabulary skill is substantial in English proficiency. It is necessary in order to develop knowledge in language and literacy, as well to converse with other people effectively and avoid misunderstandings. Word relationship and word grouping are some of the vital vocabulary skills that are enhanced inside the classroom. Aside from the classroom, there are more ways and techniques to improve the vocabulary skills of an individual, such as watching English movies.

For language learners, learning a new language can be a complex process which entails a

huge amount of time and effort. Second language educators have been using various types of English resources to find the most interesting and effective way of learning the language (Cook, 2016).

One way that has been used efficiently is encouraging language learners to improve their language competencies through English movies. Movies have different purpose for being produced. It has the capacity to educate and entertain at the same time. Putra (2014) stated that movies or media can be an effective tool for learning new vocabulary. Video technology especially subtitled movies can be a powerful teaching tool to help students learn and acquire new vocabulary.

There has been much attention has been given regarding the efficiency of using media, specifically English movies, in language teaching and learning. Proponents of using this type of media believe that movies allow for more interactive and appealing ways of teaching and learning English. The use of English movies as an English learning tool should be encouraged and implemented by language teachers. (Tafani, 2009).

Watching English movies can empower ELLs with extensive vocabulary lists, syntax, and other language skills that enable them to improve their English proficiency. Although a lot research has been done to understand the importance of incorporating media into the language classroom and the language learning experience, little work has been done regarding the effectiveness of watching movies specifically for educational purposes. Moreover, little attention was given to explore the perceptions of adult language learners toward using movies to develop language skills. Adult language learners should have a voice in terms of how they perceive watching movies as a learning tool. Thus, the fundamental goal of the present study was to explore adult language learners' feelings and perceptions about why and how English movies should be used to develop English language skills. (Khoshniyat and Dowlatabadi, 2014).

It has been discovered by many scholars that movies have been preferred in teaching and learning and should be included in the curriculum due to their contributions in developing language skills (Kusumawardhani & Nurhayati, 2019; Yazici, 2020). They demonstrate as an enjoyable source of input and language acquisition (Ismaili, 2013; Kalra, 2017).

Movies contain texts, characters, messages and are rich with visual dimensions as well as all kinds of sounds and voices for linguistic resources. In spite of being described as being authentically rich, researchers however have settled that movies have to be treated with attentiveness for educational purposes (Kalra, 2017).

There are several integral advantages in the use of English movies as means to develop language

competency. (Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014; Li & Wang, 2015; Qiu, 2017). These benefits include increasing students' motivation, enhancing students' oral and communication skills, and developing their cultural awareness thereby allowing for a more realistic language learning experience.

Other researchers (Kusumaningrum, 2016; Sari & Sugandi, 2015) have claimed that watching movies for learning English has some disadvantages because these movies lack instructional and pedagogical intentions.

There has been numerous research on learning and developing English through movies, from different approach and perspectives. Nevertheless, further research is necessary to determine whether it can positively influence the development vocabulary skills. Consequently, this study aims to investigate the influence of watching English movies on the vocabulary skills development of students studying Bachelor of Secondary Education Major in English at Pangasinan State University.

OBJECTIVES OF THE STUDY

The purpose of the study is to investigate the influence of watching English movies on Vocabulary skills development of BSE English students at Pangasinan State University.

1. What is the profile of the respondents in terms of the following;
 - a. age;
 - b. sex;
 - c. year level; and
 - d. gadgets used?
2. What is the influence of watching English movies in terms of the following
 - a. Word groupings and
 - b. Word relationships
3. Is there a significant relationship between the profile of the respondents and the influence of English movies in their vocabulary skills?

MATERIALS AND METHODS

This study used a descriptive-survey method that attempts to describe the existing information and data regarding the influence of watching English movies on vocabulary skills development of BSE English students.

To determine The Influence of Watching English Movies on Vocabulary Skills Development of BSE English Students In Pangasinan State University, the researchers utilized a survey questionnaire as for data gathering instrument to. Before the researchers conducted the survey, pre-survey was constructed for them to be able to identify the target respondents then proceeded to employ the descriptive survey method using the set of questionnaires as an instrument for data gathering. The questions was made simple and it was formulated as closed-ended questions.

The questionnaire is consisting of two parts: the first part includes the profile of the respondents with regards to age, sex, year level, and gadgets used. The second part includes the level of influence of watching English movies in terms of word relationship and word grouping.

The questionnaire had undergone the validation process where expert professors were asked to give comments on its clarity and comprehensions. This process constitutes the content validation. All questionnaires were retrieved at once ready for tabulations.

The authenticity of the data was guaranteed as they were taken from the actual response of the 1st year and 2nd year BSE English Students. After obtaining the data from the respondents, they were encoded, interpreted, analysed and presented in tabular and textual form.

To answer statement of the problem no. 1, determining the profile of the BSE English students in Pangasinan State University, frequency counts and percentage were used.

To answer statement of the problem no. 2, the influence of watching English movies in terms of word relationship and word grouping, average

weighted mean, frequency counts and percentage were used.

To answer statement of the problem no. 3, identifying the significant relationship between the profile of the respondents and the influence of watching English movies in terms of word relationship and word grouping, chi-square test for independence were used and nalysis was done using the statistical software package SPSS- Statistical Package for the Social Sciences.

RESULTS AND DISCUSSION

Part I. Profile of the Respondents

Table 1. Profile of the 1st and 2nd year BSE English students in Pangasinan State University
n=133

Profile	Category	Frequency	Percentage
Age	17-18	15	11.3
	19-20	96	72.2
	21-22	17	12.8
	23 and above	5	3.8
Sex	Male	24	18
	Female	109	82
Year level	I-A	35	26.3
	I-B	21	15.8
	II-A	34	25.6
	II-B	43	32.3
Gadget used	Cellphone	131	98.5
	Tablet	8	6
	Desktop	10	7.5
	Laptop	60	45.1
	TV	33	24.8
	Others	3	2.3

The table above provides information on the profile of 133 BSE English students in Pangasinan State University. The profile is categorized based on age, sex, year level, and gadget used.

In terms of age, the majority of the students (72.2%) belong to the 19-20 age range, while only a small percentage (3.8%) are 23 years old and above. The rest of the students (11.3% and 12.8%) are in the 17-18 and 21-22 age groups, respectively.

Regarding sex, the majority of the students (82%) are female, while the remaining 18% are male.

For the year level, the number of students is almost evenly distributed among the four categories. Specifically, 26.3%, 15.8%, 25.6%, and 32.3% of the students are classified as I-A, I-B, II-A, and II-B, respectively.

Lastly, the data reveals that almost all of the students (98.5%) use cellphones, while only a small percentage use tablets (6%), desktops (7.5%), and TVs (2.3%). A considerable number of students (45.1%) use laptops, and a few others (3%) use other types of gadgets.

Overall, the profile of students in Pangasinan State University's sample indicates a predominantly young (mainly in the age range of 19-20), female, and smartphone-dependent student population. The second year, section B represents the largest group in their academic journey, with a wide variety of devices used to support their academic goals.

Part II. The Influence of Watching English Movies on Vocabulary Skills of BSE English Students

Figure 2.a. Influence of Watching English Movies in terms of Word Relationships

Word Relationships	SD	D	N	A	SA	WM	DE
1. I am able to discover words with the same meanings that I can substitute for a commonly used word through	22	8	16	49	38	3.55	A

watching movies.							
2. I learn to examine how words are different, alike or related to each other through watching movies	18	12	18	58	27	3.48	A
3. I am able to understand the meaning of an unknown word by using the context of the sentence through watching movies	19	13	20	50	31	3.46	A
4. I can easily understand the meaning of the words depends on how the character use it	20	11	17	53	32	3.50	A
5. can easily construct sentences based on the meaning of the words from the movies	19	11	18	63	22	3.44	A
6. I can understand	14	17	21	53	28	3.48	A

unfamiliar words in the movies through relating it to other words							
7. I learn to examine how words are connected to particular object by comparing and analyzing	16	13	20	59	25	3.48	A
8. I learn to practice categorizing words and identifying how certain words are related	18	10	30	54	21	3.38	N
9. I learn to recognize the meanings of words beyond their basic definitions, and how they connect words to other words	20	12	20	55	26	3.41	A
10. I learn to use some words that look and sound almost identical to one another, but are not at all closely related through	18	11	27	55	22	3.39	N

watching movies							
Weighted Mean: 3.46 - Agree							

The data in Table 2 shows that watching movies can be an effective tool for learning about word relationships. The participants generally agreed that they were able to discover words with similar meanings that could be substituted for commonly used words while watching movies, as indicated by a high average score of 3.55 in the "strongly agree" category. They also reported learning how words were different, alike, or related to each other (average score of 3.48 in the "agree" category) and understanding the meaning of unknown words by using the context of the sentence (average score of 3.46 in the "agree" category).

The participants also reported that watching movies helped them easily understand the meaning of words based on how characters used them (average score of 3.50 in the "agree" category) and construct sentences based on the meanings of words from the movies (average score of 3.44 in the "agree" category). They also learned to examine how words were connected to particular objects by comparing and analyzing (average score of 3.48 in the "agree" category) and to recognize the meanings of words beyond their basic definitions and how they connect to other words (average score of 3.41 in the "agree" category).

However, some items received lower average scores. For instance, the participants reported less agreement (average score of 3.38 in the "neutral" category) about learning to practice categorizing words and identifying how certain words are related (item 8). They also scored relatively lower (average score of 3.39 in the "neutral" category) on learning to use words that look and sound almost identical to one another but are not closely related (item 10). Overall, the weighted mean score of 3.46 indicates that the

majority of participants agreed that watching movies can help in learning about word relationships.

Figure 2.b. Influence of Watching English Movies in terms of Word Groupings

Word Groupings							
1. I feel more confident in my ability to classify pronouns after watching English movies	15	13	37	47	21	3.35	N
2. I am proficient in categorizing adjectives after regularly watching English movies	14	14	32	54	19	3.38	N
3. I am more familiar with prepositions and how they are used in sentences after watching English movies	16	11	41	48	17	3.29	N
4. I can identify verbs in English movies after studying their different forms and structures	19	10	23	57	24	3.43	A

5. I can identify the adverbs that is used in the movies	13	13	28	55	24	3.48	A
6. I can classify and use interjections in sentences through watching English movies	16	14	37	54	12	3.24	N
7. I can recognize a conjunction and its usage in a movie	18	9	39	50	17	3.29	N
8. I became proficient in classifying and using nouns that is presented in English movies	15	11	26	56	25	3.49	A
9. I can easily categorize and group words through watching English movies	16	12	27	59	19	3.40	N
10. I have noticed improvements in my English language skills specifically in	18	9	27	54	25	3.44	A

grouping words since I started watching English movies							
Weighted Mean: 3.38 - Neutral							

The word groupings survey indicates that the majority of the respondents feel that they have become more confident and proficient in categorizing and using different parts of speech in English sentences after regularly watching English movies. The average weighted mean of the survey results is 3.38, which is classified as neutral.

Specifically, respondents indicate a higher level of confidence and proficiency in identifying adverbs and recognizing verbs in their different forms and structures. There is also a strong indication of familiarity and comfort with prepositions and conjunctions in English sentences, as well as an ability to use interjections in context.

Furthermore, the survey indicates that respondents have noticed significant improvements in their ability to group and categorize words, as well as to classify and use nouns in English sentences. This suggests that watching English movies can be an effective tool for language learners to enhance their understanding and application of different parts of speech in real-life situations.

Overall, the survey results suggest that watching English movies can have a positive impact on language skills development, particularly in terms of building confidence and proficiency in understanding, categorizing, and using different parts of speech in English sentences.

PART III. Relationship between the profile of the respondents and the influence of English movies in their vocabulary skills

Table 1. Significant relationship between the profile of the respondents and the influence of English movies in their vocabulary skills

Profile	df	χ^2	p	Interpretation	Decision
Gender	159	49.69	0.604	Not Significant	Failed to reject Ho
Age	159	155.79	0.557	Not Significant	Failed to reject Ho
Year Level	901	798.08	0.994	Not Significant	Failed to reject Ho
Gadgets used	795	800.00	0.444	Not Significant	Failed to reject Ho

The table presents the relationship between the profile (age, gender, year level, and gadget used) of the respondents and the influence of English movies in their vocabulary skills. As shown in the table, there is no significant relationship between the influence of English movies in their vocabulary and their gender ($\chi^2(159) = 49.69, p = 0.604$), age ($\chi^2(159) = 155.79, p = 0.557$), year level ($\chi^2(901) = 798.08, p = 0.994$), and gadget used ($\chi^2(795) = 800.00, p = 0.444$). The results of this study indicate that the demographic variables of the participants, including age, gender, year level, and gadget used, do not significantly affect their English vocabulary proficiency influenced by exposure to English films.

Although the results did not reach statistical significance, it is crucial to acknowledge the potential advantages of utilizing English films as a means of enhancing language acquisition. The utilization of movies can offer opportunities for learners to encounter genuine language usage, cultural context, and captivating content, which may facilitate the acquisition of vocabulary in various manners. The potential impact of the aforementioned factors on individuals may vary, extending beyond the profile characteristics examined in this study.

The findings of the chi-square test indicate that there is no significant association between the profile characteristics of the participants, including age, gender, year level, and gadget used, and the impact of English movies on vocabulary skills. Nevertheless, it is imperative to take into account additional variables and carry out additional investigations to acquire a comprehensive comprehension of the intricate correlation between personal traits and the efficacy of English films as a means of enhancing one's vocabulary.

CONCLUSION AND RECOMMENDATION

From the foregoing findings of the study, the following conclusions were drawn:

1. Out of one hundred thirty-three (133) respondents, 72.2% belonged to age of 19 to 20 while 12.8% belonged to age of 21 to 22. The rest of the students are belonged to age of 17 to 18 with 11.3%, while only a small percentage of 3.8% are 23 years old and above.
2. Majority of the respondents were female with a total of 109 that correspond to 82% and 18% were males with a total of 24.
3. With a total of 133 respondents from 1st year and 2nd year students, 43 of the respondents were from 2nd year section B that correspond

to 32.3% while 1st year section A have a total of 35 respondents with the average mean of 26.3%. Followed by 25.6% from 2nd year section A with an entirety of 34 respondents whereas 1st year section B with a total of 21 respondents have an average mean of 15.8%.

4. Almost the students were more likely to use cellphone with 98.5% an equal to 131, 45.1% or 60 of them were using laptop. While 33 of them chose TV that correspond to 24.8%, 10 students used desktop which is 7.5%, whereas 8 students chose tablet with an average mean of 6%, and 3 students used other types of gadgets with an equivalent of 2.3%.
5. Based on the gathered data, watching movies can be an effective tool for learning about word relationships. The participants in the study reported high levels of agreement about discovering words with similar meanings, understanding word differences and relationships, using context to understand unknown words, and constructing sentences based on the meanings of words from the movies. They also learned to examine how words were connected to particular objects and recognize the meanings of words beyond their basic definitions. However, some items received lower average scores, indicating less agreement about categorizing words and using words that look and sound similar. Overall, the results suggest that watching movies can enhance vocabulary acquisition and understanding of word relationships.
6. Based on the survey results it indicates that regularly watching English movies can have a beneficial impact on language learners' confidence and proficiency in identifying and using different parts of speech in English sentences. Respondents have shown a higher level of familiarity and comfort with adverbs, verbs, prepositions, conjunctions, interjections, and nouns. Through watching English movies, language learners can

enhance their understanding and application of different parts of speech in real-life situations, which can lead to more effective language skills development.

7. The study found that there is no significant relationship between the profile characteristics of respondents, including age, gender, year level, and gadget used, and the influence of English movies on their vocabulary skills. However, it is important to recognize the potential benefits of using movies to enhance language acquisition. Further research is needed to fully understand the complex relationship between personal characteristics and the effectiveness of English movies in improving vocabulary. Ultimately, the use of English films as a tool for language learning should be further explored and utilized in educational settings.

The influence of watching English movies is the development and enhancement of vocabulary skills specifically in terms of word relationship and word grouping. Participants in this study reported that watching movies helped them discover words with similar meanings, learn how words were different or related to each other, and understand the meaning of unknown words in context. It also allowed them to construct sentences based on the meanings of words from the movies. Respondents indicated a higher level of confidence and proficiency in identifying different parts of speech in English sentences after regularly watching English movies. This suggests that English movies can be an effective supplementary tool for language learners to develop their language skills and cultural understanding.

On the basis of the above findings and conclusions, the following recommendations were made:

1. The learners should watch English movies as the research shows that it improves the vocabulary skills, specifically in terms of word grouping and word relationship. It will serve as a guide for them to be better at English and improve academically.
2. The teachers must integrate activities that include watching English movies. It will give them a new perspective for language teaching, develop the vocabulary skills of learners and create an interesting environment.
3. The parents should support and guide their children in watching English movies. It would help them build further knowledge and develop their skills to effectively use English language.
4. The Future Researchers should include a wider range of respondents, explore more vocabulary skills and discover more ways wherein learners can cultivate their knowledge and skills in language.

REFERENCES

Electronic Sources (Articles)

Ahmed, S. (2018). *The impact of movies and TV shows on the vocabulary skills of Pakistani EFL learners*. International Journal of English Language Teaching, 6(3), 1-11. Retrieved from:

https://www.researchgate.net/publication/344880376_Effectiveness_of_Movies_in_Teaching_and_Learning_English_as_a_Foreign_Language_at_Universities_in_UAE

Berne, J. I., & Blachowich, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom The Reading Teacher, 62(4), 314–323. Retrieved from:

https://www.researchgate.net/publication/228626576_What_Reading_Teachers_Say_About_Vocabulary_Instruction_Voices_From_the_Classroom

- Bornstein, M. H., Hahn, C.-S., Putnick, D. L., & Suwalsky, J. T. D. (2014). Stability of core language skill from early childhood to adolescence: A latent variable approach. *Child Development, 85*(4), 1346–1356. doi: 10.1111/cdev.12192 Retrieved from: [Crossref], [PubMed], [Web of Science ®], [Google Scholar] https://www.researchgate.net/publication/259547823_Stability_of_Core_Language_Skill_from_Early_Childhood_to_Adolescence_A_Latent_Variable_Approach
- Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018b). Learning English through Movies: Adult English Language Learners' Perceptions. *Theory and Practice in Language Studies, 8*(12), 1567. Retrieved from: <https://doi.org/10.17507/tpls.0812.01>
- Dickinson, D. K. (2011). Teachers' language practices and academic outcomes of preschool children. *Science, 333*(6045), 964–967. doi: 10.1126/science.1204526 [Crossref], [PubMed], [Web of Science ®], [Google Scholar] Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/21852487/>
- Erita Budi, P. (2012). "Improving the Speaking Skill of the Tenth Grade Students At Sma Berbudi Yogyakarta By Using Videos in the Academic Year of 2011/2012" OpenTheses@Unsyiah_Lib, accessed December 15, 2016. Retrieved from: <http://uilis.unsyiah.ac.id/opentheses/items/show/106604>.
- E. Snow, V. Grøver, & C. McBride (Eds.), *The Routledge international handbook of early literacy education: A contemporary guide to literacy teaching and interventions in a global context* (pp. 284–294). London: Routledge. Retrieved from: <https://www.routledge.com/The-Routledge-International-Handbook-of-Early-Literacy-Education-A-Contemporary/Kucirkova-Snow-Grover-McBride/p/book/9781138787889>
- Farooq, U. (2014, July 31). Audio Visual Aids in Education, Definition, Types & Objectives. Retrieved December 15, 2016, from: <http://www.studylecturenotes.com/curriculum-instructions/audio-visual-aids-in-educationdefinition-types-objectives>
- Grøver, V. (2017). Fostering vocabulary in early childhood education. In N. Kucirkova, C. E. Snow, V. Grøver, & C. McBride (Eds.), *The Routledge international handbook of early literacy education: A contemporary guide to literacy teaching and interventions in a global context* (pp. 284–294). London: Routledge. [Crossref], [Google Scholar] Retrieved from: <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315766027-26/fostering-vocabulary-early-childhood-education-vibeke-gr%C3%B8ver>
- Hoff, E. (2014). *Language development* (5th ed.). Australia: Wadsworth Cengage Learning. [Google Scholar] Retrieved from: https://books.google.com.ph/books/about/Language_Development.html?id=io1WvQEACAAJ&redir_esc=y
- Kim, J., & Elder, C. (2019). *Using English language television shows with subtitles to improve vocabulary skills of BSE English students*. *Journal of English as a Second Language, 7*(2), 15–24. Retrieved from: <https://files.eric.ed.gov/fulltext/ED603833.pdf>
- Melby-Lervåg, M., Lervåg, A., Lyster, S.-A. H., Klem, M., Hagtvet, B., & Hulme, C. (2012). Nonword-repetition ability does not appear to be a causal influence on children's vocabulary development. *Psychological Science, 23*(10), 1092–1098. doi: 10.1177/0956797612443833 [Crossref], [PubMed], [Web of Science ®], [Google Scholar] Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/22923338/>
- Nematollahi, B. (2015). *The impact of English language media on the vocabulary skills of Iranian*

EFL learners. Iranian Journal of Language Teaching Research, 3(1), 67-82. Retrieved from:

<http://www.academypublication.com/issues2/jltr/vol0>

[9/03/jltr0903.pdf](http://www.academypublication.com/issues2/jltr/vol0/9/03/jltr0903.pdf)

Rowe, M. L., Raudenbush, S. W., & Goldin-Meadow, S. (2012). The pace of vocabulary growth helps predict later vocabulary skill. *Child Development*, 83, 508–525. doi: 10.1111/j.1467-8624.2011.01710.x [Crossref], [PubMed], [Web of Science ®], [Google Scholar] Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3262592/>

Otto, Nicholas. (2008). *Communicating Effectively*. New York. Longman Inc. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2938040/>

Pimsamarn, T. (2011). A Survey of Students' Opinions on Watching English Soundtrack Movies to Enrich Listening Skill Development. Thammasat University: Bangkok, Thailand. Retrieved May 29, 2015. Retrieved from:

<https://files.eric.ed.gov/fulltext/ED601179.pdf>

f

Scarborough, H. S. (2009). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In F. Fletcher-Campbell, J. Soler, & G. Reid (Eds.), *Approaching difficulties in literacy development: Assessment, pedagogy and programmes* (pp. 23–38). London: SAGE Publications. [Google Scholar]. Retrieved from:

https://johnbald.typepad.com/files/handbook_earlylit.pdf

Storch, S. A., & Whitehurst, G. J. (2002). Oral language and code-related precursors to reading: Evidence from a longitudinal structural model. *Developmental Psychology*, 38(6), 934–947. doi: 10.1037/0012-

1649.38.6.934 [Crossref], [PubMed], [Web of Science ®], [Google Scholar] Retrieved from:

[https://www.researchgate.net/publication/11037932_Oral_language_and_code-](https://www.researchgate.net/publication/11037932_Oral_language_and_code-related_precursors_to_reading_Evidence_from_a_longitudinal_structural_model)

[related_precursors_to_reading_Evidence_from_a_longitudinal_structural_model](https://www.researchgate.net/publication/11037932_Oral_language_and_code-related_precursors_to_reading_Evidence_from_a_longitudinal_structural_model)

Vandell, D.L., Belsky, J., Burchinal, M., Steinberg, L., Vandergrift, N., & National Institute of Child Health and Human Development Early Child Care Research Network. (2010). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child Development*, 81(3), 737–756. doi: 10.1111/j.1467-8624.2010.01431.x [Crossref], [PubMed], [Web of Science ®], [Google Scholar]. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2938040/>