

# **The Development of Animated Media for Teaching and Learning English Vocabulary**

Nipaporn Pannoktae

Master's Degree Student

English Language Teaching Program

Ramkhamhaeng University

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## **Abstract**

This study aimed to develop and examine the effectiveness of animated media in enhancing English vocabulary knowledge among Grade 2 students at Banhuayphrab School, Rayong Province. The sample consisted of 44 students selected through purposive sampling. The research employed a one-group pretest–posttest design. The instruments included an English vocabulary knowledge test and three self-developed animated videos on the topics of My Family, On the Farm, and My Clothes. Data were analyzed using descriptive statistics, including mean and standard deviation, and inferential statistics, including paired-sample t-test. The results revealed that the students' posttest mean score ( $M = 14.19$ ) was significantly higher than their pretest mean score ( $M = 7.48$ ),  $p < .05$ , indicating substantial improvement in vocabulary knowledge. Students' feedback also indicated high motivation and enjoyment toward animated video lessons. The findings suggest that animated media can effectively enhance young learners' English vocabulary and should be integrated as a supplementary tool in elementary English instruction.

**Keywords:** Animated videos, English vocabulary learning, multimedia learning, young learners, primary education, Thailand

## **Background**

English is playing an increasingly important role as a second and official global language, having an impact on science, technology, economy, education and culture, which has a great impact on developing countries like Thailand in preparing their populations for the globalization world. Therefore, learning English as a global language is essential. Therefore, it is necessary to develop a system for teaching and learning English to young learners to achieve the best results. English reading skills are extremely important for students of English as a foreign language. It serves as the foundation for acquiring knowledge from diverse sources like books, articles, and other printed materials. People who can read English well will have an advantage in accessing information and news and academic knowledge. This allows you to develop yourself more than others. In addition, reading helps strengthen other skills such as writing and communication. Makes students more fluent and confident in English. Ministry of Education (2008) It was noted that educational institutions place importance on teachers encouraging students to develop their reading skills. Reading comprehension in foreign language (English) subjects and setting a curriculum designed to engage students in learning. Have students learn about things that interest them. So that students can read more effectively. (Office of the Basic Education Commission, 2008)

Vocabulary has a great impact on reading skills. If students do not know the vocabulary, they will not be able to read and understand the meaning, including other skills. Therefore, learning vocabulary is very important in primary school because if they learn a lot of vocabulary, they will have a store of knowledge that they can use to learn other skills as well. Learning and memorizing vocabulary is difficult for elementary school students. Teachers need to find techniques that are engaging and stress-free for students of this age to promote vocabulary learning as much as possible. Vocabulary is something used to convey the meaning of actions, things, objects to facilitate communication, as stated by Hatch and Brown (1995). In other words, Vocabulary is the words used to express the idea you want to convey. Therefore, vocabulary is very important in using, listening, speaking, reading and writing.

Teaching vocabulary to young students is important because students get bored easily with unstable emotions and concentration. And nowadays, technology has quite an influence on today's students. The teaching media are also important to attract students' attention so that they can learn more effectively. Currently, it has been shown that primary school students are

more interested in colorful educational media than black and white educational media. Learning with the help of media is still necessary today to develop reading skills. (Thongpradit & Charumanee, 2018) Using teaching materials related to contexts and stories that students are familiar with, such as places, food, occupations, or local culture. It can help to develop reading skills and enable students to learn English better. Practicing reading comprehension in this way, will make the content becomes meaningful and relevant to students' daily lives. As a result, students feel more fun and participate more in teaching English. Teachers, who play an important role in designing learning, should have teaching aids, techniques and methods that are attractive and inspiring for students to learn as mentioned above. As Murcia (2001) in Silviana. (2013) stated that "media is an important tool that teachers use to stimulate students' interest, especially teaching aids that are animated. Hidayat (2010) confirmed that using animation will make students more interested in learning and will encourage students to learn well because good learning comes from interest which is important. Nowadays, technology has become an increasingly important part of human life, which has both advantages and disadvantages. Incorporating technology into education is considered a good thing, as students these days are more interested in teaching media that moves and has exciting images, colors, and sounds than in still media.

From the above origins and problems, the research team has an idea to develop animated videos for learning English vocabulary to stimulate students' interest in learning vocabulary better because vocabulary is an important foundation of all skills.

### **Statement of the Problem**

Grade 2 students in the first semester were unable to read short articles because they did not have enough vocabulary knowledge, which may be due to the teaching methods that did not stimulate students' interest in learning and the classroom learning may not be sufficient for memorizing vocabulary, resulting in a rather low achievement when tested on vocabulary knowledge.

### **Scope of the Study**

#### **Population**

The population used in this research was 155 second grade primary school students in the academic year 2025.

## **Sample**

The sample group used in this research was 44 Grade 2/2 students in the academic year 2025.

## **Variables**

The independent variable is the animated media videos, and the dependent variable is the knowledge of English vocabulary.

## **Content**

The content used in this research included three categories of vocabulary: (1) My family, (2) On the farm, and (3) My clothes.

## **Duration of the Study**

The experiment was conducted in the first semester of the academic year 2025. The study duration was 3 weeks, with animated videos enhancing the knowledge of English vocabulary, 3 hours per week. There was a pre-test in period 1 and a post-test in period 9, totaling 9 hours.

## **Research Question**

1. To what extent do animated videos enhance Grade 2 students' knowledge of English vocabulary?

## **Research Objective**

1. To enhance Grade 2 students' knowledge of English vocabulary using animated videos.

## **Research Hypothesis**

1. Grade 2 students taught using animated videos would demonstrate significantly higher knowledge of English vocabulary in the post-test compared to their pre-test scores.

## **Significance of the Study**

Through animated videos, the researcher expected to increase students' interest in studying English while also improving their interaction with teaching materials. This study should give teachers a new teaching tool which supports better vocabulary learning through more engaging and simpler methods for young learners. The implementation of this study introduces innovative approaches to education while empowering teachers to integrate dynamic interactive teaching methods.

## **Literature Review**

### **Historical Development of Animated Media in Learning English**

The use of animation in English learning has evolved over time. Initially, teaching relied on translation and memorization using static media like books and blackboards, which often bored students. Later, audio visual tools such as tapes and videos improved listening and speaking skills by exposing students to real life language contexts, though these were not animated.

Eventually, basic educational animations, like cartoons, were introduced to make vocabulary, grammar, and conversations more engaging, especially for younger learners. In the digital age, animation creation has become easier, allowing teachers to design interactive content that boosts understanding and motivation, particularly for complex topics.

Today, animation supports learner-centered approaches, including self-learning and blended learning, helping students develop all four English skills anytime, anywhere. It has become a key tool in modern English education (Mulyani et al., 2024).

The development of animation in English learning is driven by the need to increase efficiency and motivation in learning. It has been continuously developed from traditional media to interactive video animations that help learners understand English more easily, more fun and more practically.

Kamalrudin's (2020) research on using animation to facilitate second language learning shows that using animation to enhance English learning among children who are not native English speakers has a positive effect on overall grammar acquisition, especially when children receive continuous exposure and have sufficient vocabulary. Therefore, it is

recommended to use animation as a teaching medium in conjunction with classroom learning for better results.

**The Role of Animation in Vocabulary Acquisition**

Using animation in foreign language teaching is increasingly important, as traditional methods may fail to engage modern learners, especially children and youth surrounded by advanced technology. Animation offers an effective alternative by enhancing interest and improving language acquisition.

It aids vocabulary and grammar learning through visual and audio media, demonstrates real-life contexts, and supports pronunciation practice via animated characters, helping learners mimic accents and speech patterns accurately. Additionally, animation introduces cultural elements, providing a comprehensive understanding of the language.

Moreover, animation boosts motivation, makes learning enjoyable, and promotes active participation. It can be tailored to individual needs and supports self-paced learning. Therefore, animation is a powerful tool for language development and should be widely adopted, especially in today’s digital age (Sheraliyevna et al., 2024).

Using cartoons as a medium for incidental learning of English vocabulary for English Language Learners (ELLs) allows children to naturally acquire vocabulary through images and sounds, especially when subtitles are provided to enhance understanding. The results of the study indicate that this type of learning is effective when combined with active learning in the classroom and when cartoons are selected based on the learners’ language level and interests to achieve optimal results in English vocabulary acquisition (Singer, 2022).

| Role of Animation                           | Details                                                                                                           |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. Tool for Incidental Learning             | Learners acquire new vocabulary unintentionally while watching cartoons, without deliberate study.                |
| 2. Enhances Vocabulary in Real-Life Context | Cartoons present vocabulary within authentic dialogues and situations, aiding comprehension and retention.        |
| 3. Combines Visual and Auditory Input       | Dual-channel learning (visual + auditory) improves vocabulary acquisition compared to reading or listening alone. |

| <b>Role of Animation</b>                      | <b>Details</b>                                                                                                                    |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 4. Suitable for All Age Groups                | Effective across age ranges; outcomes depend on interest, subtitle familiarity, and comprehension level.                          |
| 5. Effectiveness of Subtitles                 | Subtitles can support learning, but some studies show similar vocabulary gains without them, provided learners grasp the context. |
| 6. Should Be Paired with Intentional Learning | Combining cartoons with structured learning ensures better retention and use of new vocabulary.                                   |
| 7. Useful for Out-of-Classroom Learning       | Beneficial for home learning, especially where learners lack opportunities to interact with native speakers.                      |

In conclusion, the role of animation in vocabulary learning has a significant impact on the vocabulary development of young students. Research titled "Animated Videos for Enlivening Vocabulary Acquisition Among the First-Generation Young Learners" examined the use of animated video media to promote English vocabulary learning among primary school students who are first-generation learners in their families. The study focused on students from government schools in Vellore, Tamil Nadu, India, who come from low socioeconomic backgrounds and have limited opportunities for learning outside the classroom.

In the study, students were encouraged to derive the meanings of words by watching English cartoon videos, which featured clear pronunciation. The use of animation helped students understand word meanings more easily without the need for translation. Additionally, pre- and post-tests were conducted with a sample group of 23 Grade 4 students. The research findings showed that students' vocabulary development significantly improved the average score before learning was 10.17, which increased to 41.15 after the intervention.

The use of animation stimulated interest in learning, reduced stress, and enhanced learning efficiency for both general students and students with special needs (IED). Animated videos proved to be effective learning media, especially suitable for learners with limitations, and promoted English learning in an engaging and lively manner. They also helped reduce stress and foster motivation. To make learning more interesting and memorable, this study suggests that teachers should incorporate such technology more frequently to enhance

students' language skills, particularly in an era where technology plays a major role in daily life (Caroline Unnathamani K, 2022).

### **Benefits of Animated Media for Vocabulary Learning**

A new approach to teaching English in the present era involves learning vocabulary through watching animated films, which are considered a popular form of multimedia with high potential to enhance learners' language acquisition. Animation is interesting, entertaining, and presents language in an easy-to-understand context, allowing learners to acquire vocabulary more naturally and effectively.

A review of related research has found that the use of animation helps improve learners' achievement in several areas, including memorizing vocabulary, understanding meanings, and using vocabulary correctly. It also promotes listening and pronunciation skills. The use of images, sounds, and dialogues in animation helps learners better connect vocabulary with real life situations, increasing their motivation and interest both of which are key factors influencing success in learning English.

Moreover, animation provides a multimodal learning experience, combining visual, auditory, and contextual cues that support different learning styles. For instance, learners who are visual or auditory may benefit significantly from seeing words used in action and hearing native-like pronunciation in various accents and speech patterns. Animated films often include repetition of vocabulary, contextual use of idioms, and exposure to authentic conversational English, which helps reinforce learning and retention.

Using animated media to learn vocabulary is very effective because it helps learners understand the meaning of words more easily through the combination of images, sounds, and text. Animation also stimulates interest, motivates learners, and helps them remember vocabulary better. Many studies have found that learners who use animated media achieve better vocabulary learning outcomes than those who use traditional methods. Therefore, animated media is an important tool that makes vocabulary learning more effective, enjoyable, and sustainable.

Learning vocabulary through animated films is a modern educational approach aligned with 21<sup>st</sup> century learning styles. It helps learners stay engaged, enjoy the learning process,

and develop English language skills effectively and sustainably. This method is highly suitable for implementation in today's English classrooms. (Faranda & Nolle, 2019)

In conclusion, incorporating animated films into vocabulary learning is not only effective but also promotes a positive, dynamic, and learner-centered approach to English language education.

### **Theoretical Foundations for Using Animation in Vocabulary Instruction**

The use of animation in teaching vocabulary is grounded in several theoretical frameworks that support learners' effectiveness in acquiring knowledge, especially in the areas of memory retention and understanding new vocabulary. These include:

#### **1. Dual Coding Theory**

This theory proposes that humans learn through two systems: the verbal system and the non-verbal (visual) system. When learners receive both verbal and visual information simultaneously such as vocabulary accompanied by animation the learning process becomes more effective. This is because the information is encoded in the brain through two channels, increasing the likelihood of better retention and recall (Paivio, 1986).

#### **2. Multimedia Learning Theory**

This theory suggests that learning from multimedia sources such as animations, captions, and audio narration helps learners understand content better than learning from text alone. Especially when animations clearly and simply explain concepts or vocabulary, they can enhance understanding. Using animation in a balanced way helps reduce cognitive load and promotes deeper learning (Mayer, 2001).

#### **3. Cognitive Load Theory**

This theory emphasizes that effective learning occurs when cognitive load is minimized. Appropriate use of animation can help learners grasp vocabulary more easily without expending excessive mental effort to process the information. This allows more cognitive resources to be available for learning new content (Sweller, 1988).

#### 4. Constructivist Learning Theory

This theory highlights that learners construct knowledge based on their own experiences. Interactive animations or animations that simulate real life scenarios help engage learners actively in the learning process. This facilitates vocabulary comprehension through connections with familiar experiences. (Bruner, 1961; Vygotsky, 1978)

Students' Vocabulary Mastery by Using Animation Videos on English Language Teaching Study the effects of using animation videos to teach English vocabulary to junior high school students at MTs Asadiyah Putri 1 Sengkang, Indonesia. The results showed that the post-test scores increased significantly, indicating that using videos effectively helps develop vocabulary and makes students more interested in learning (Munawir, 2022).

Teaching English vocabulary to fourth-grade students at SD Negeri 2 Baruga using animation videos effectively increases motivation and learning achievement. Traditional methods led to low vocabulary skills, lack of motivation, and boredom. Animation videos make learning more fun and engaging, making them suitable for beginner-level English instruction (Lina et al., 2018).

#### **Implementation of Animation in Enhancing English skills in Thailand and Other Countries**

The use of animation in English language education has been widely explored in various international studies, highlighting its effectiveness in enhancing key language skills such as listening, speaking, vocabulary acquisition, and grammar understanding. Numerous researchers have found that integrating animated content into English lessons can create a more engaging and effective learning environment, particularly for young learners.

One notable study investigated the impact of animation-based materials on the development of English listening skills among Thai primary students. In this study, the animations incorporated dialogues and conversations drawn from everyday life situations, making them highly relatable and contextually meaningful for students. The findings revealed that students who were exposed to these animated learning materials performed significantly better on English listening comprehension tests compared to their peers who were taught using more traditional, textbook-based methods. Additionally, students in the animation group

displayed a more positive attitude toward English language learning, showing greater enthusiasm and motivation to participate in class activities (Pongsapat, 2020).

In a separate study that focused on the development of speaking fluency, short, animated video clips were used as prompts to stimulate students' storytelling activities. These clips served as visual aids that provided context and inspired students to narrate or describe what they saw. The experiment demonstrated marked improvements in students' speaking fluency, including increased vocabulary use, more natural sentence structures, and enhanced overall coherence. Furthermore, the use of animation contributed to building learners' confidence in speaking English. Many students reported feeling less anxious and more willing to express themselves in English. They also showed a deeper understanding of the appropriate contexts in which specific language structures and expressions should be used, indicating that animation can effectively bridge the gap between language theory and real-life communication (Rungwaraphong, 2018).

These findings suggest that animation can be a powerful tool in English language instruction, especially for younger learners. By presenting language input in a visually appealing and context-rich format, animation not only enhances comprehension but also encourages active use of the language in meaningful ways.

## **Methodology**

### **Research Design**

A one-group pretest–posttest design was employed to investigate students' vocabulary knowledge improvement and motivation.

### **Participants**

Out of a total of 155 Grade 2 students at Banhuayphrab School, Rayong Province, the sample consisted of 44 Grade 2 students from Semester 1 of the 2025 academic year, selected through purposive sampling, based on the low scores on a vocabulary knowledge test.

### **Research Instruments**

In this study, the researcher developed and utilized the two research instruments as follows:

## **1. Animated Videos**

The researcher developed three animated videos as supplementary learning tools. The topics of these videos include: (1) My Family, (2) On the farm, and (3) My Clothes, approximately 5-7 minutes each. The content is aligned with the target vocabulary, and the videos include colorful animations, simple dialogues, clear voiceovers. At the end of each video, there are practice exercises in the form of simple questions to reinforce learning.

For content validity, three experts evaluated the animated videos using the five-rating scale evaluation form. The results showed a very high level of language accuracy, age appropriateness, and the effectiveness of the design in promoting learning and engagement. In addition, the videos were adjusted based on experts' suggestions.

One video was piloted with a group of 30 students who had similar characteristics to students in the main study and was adjusted based on students' feedback and the research observation.

## **2. English Vocabulary Knowledge Test**

The multiple-choice test was developed to measure the level of English vocabulary knowledge of second-grade elementary students. The test included three main vocabulary topics: (1) My Family, (2) On the farm, and (3) My Clothes. The test consisted of 20 questions with four answer choices each, worth one point each.

To validate the quality of the test, the test was sent to three experts for evaluation regarding the alignment of the test items with the research objective. The Content Validity Index (IOC) was calculated and showed the validity of the test with a value of 0.87.

The test was piloted with a group of 30 students who had similar characteristics to students in the main study. The results show the difficulty index ( $p = 0.54$ ) indicating a moderate level of difficulty, and discrimination index ( $r = 0.46$ ) indicating a good level of item discrimination. In addition, the reliability coefficient was calculated using the KR-20 formula, with the result of 0.85, indicating that the test was highly reliable for measuring students' vocabulary knowledge.

## **Data Collection**

The English Vocabulary Knowledge test was administered to the sample as a pretest in the first week of the study before they began the lessons to assess the level of English vocabulary knowledge related to the topics being studied.

Over the course of 3 weeks, the students participated in learning sessions using the developed animated videos. Each video was about 5-7 minutes long, and the content covered one of the three topics. The students watched the videos as part of their weekly lessons, with each video session lasting 1 hour per week. The videos featured colorful animations, clear voiceovers, and simple dialogues that were easy for second-grade students to understand. After each video, a brief review and practice questions were given to reinforce the learning objectives.

After the 3-week learning intervention, the same English vocabulary knowledge test was administered again as a posttest to measure improvement in the students' vocabulary knowledge. Furthermore, feedback from students on their engagement with the animated videos was gathered through a questionnaire at the end of the study to assess the videos' effectiveness and their role in the learning process.

## **Data Analysis**

### **1. Analysis of Vocabulary Knowledge Improvement**

Descriptive statistics (mean and standard deviation) and inferential statistics (paired samples t-test) were employed to analyze the pretest and posttest results using the SPSS program.

### **2. Analysis of Motivation and Engagement Toward Animated Videos**

Descriptive statistics, including mean and standard deviation, were employed to analyze questionnaire results to investigate students' motivation using the SPSS program.

## **Findings**

### **Vocabulary Knowledge Improvement**

To determine students' improvement in vocabulary knowledge after learning through animated videos, the English vocabulary knowledge test, consisting of 20 multiple-choice

items, was administered twice: prior to instruction (pretest) and after instruction (posttest). The findings indicate that students substantially benefited from the animated video lessons as shown in Table 1 below.

**Table 1**  
*Comparison of Pretest and Posttest Vocabulary Knowledge Scores*

| Test      | Mean (M) | SD   | t     | p-value |
|-----------|----------|------|-------|---------|
| Pre-test  | 7.48     | 3.47 |       |         |
| Post-test | 14.19    | 3.88 | 18.72 | .000*   |

\*p < .05

The results of 44 Grade 2 students' scores revealed that 42 students (95.45%) showed progress greater than 20%, whereas only 2 students (4.55%) showed less than 20% improvement. More importantly, score gains ranged from 12.5% to 60% improvement. As illustrated in Table 1, the posttest mean (M = 14.19) was significantly higher than the pretest mean (M = 7.48), at the .05 significance level, indicating that students' English vocabulary knowledge improved significantly after learning through animated videos.

### **Motivation and Engagement Toward Animated Videos**

A questionnaire was administered to examine students' motivation and engagement toward learning English vocabulary through animated videos. The primary results revealed that:

- Students enjoyed the animation-based lessons more than textbook-based ones.
- Animated videos helped them remember words and understand meanings more easily.
- Students felt more confident when completing vocabulary tasks.
- The learning environment was enjoyable and stress-free.

### **Conclusions and Discussions**

Analysis of the differences between the pre-test and post-test scores revealed that the design of the animated instructional materials, which combined visual cues, audio narration, and systematic vocabulary repetition, effectively enhanced both comprehension and motivation among young learners. Students who initially obtained very low pre-test scores, ranging from zero to three points, demonstrated the most substantial improvement, achieving

gains of up to sixty percent. These findings suggest that animated video instruction was particularly beneficial for low-achieving students, as it created an inclusive and supportive learning environment that fostered vocabulary acquisition and sustained engagement throughout the learning process. The use of animation helped attract students' attention, reduce boredom, and strengthen their retention of new vocabulary. This finding aligns with multimedia learning theory, which states that visual and auditory inputs can enhance comprehension and memory (Mayer, 2001).

## **Recommendations**

### **Recommendations for Practice**

Teachers should incorporate animated videos as supplementary materials in English vocabulary instruction. Lessons using animation should emphasize interaction, such as asking questions, playing games, or reviewing vocabulary after viewing the animation. Combining animated videos with other engaging activities may further enhance learning outcomes. Furthermore, schools should support the integration of educational technology by providing equipment, digital resources, and training for teachers. Encouraging innovative teaching methods will help improve students' language proficiency in the long term.

### **Recommendations for Future Research**

Future studies may explore a longer implementation period to examine long-term vocabulary retention, larger or diverse groups of participants for broader generalization, mixed-methods research to investigate students' attitudes and learning behavior, or comparisons of different types of digital media to determine the most effective approach.

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