

The Effectiveness of Using Motion Graphics in Acquiring English Vocabulary among Second-Grade Intermediate Students.

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ABSTRACT

This study aimed to determine the effectiveness of using motion graphics in teaching a unit of the English language course for the second intermediate grade in acquiring the unit's vocabulary among second-grade intermediate students. The study used the English vocabulary test as an instrument to collect data and measure the effectiveness of the independent variable of the study. The test was performed twice, before and after the treatment was applied to the groups. The study sample was selected from one of the intermediate schools in Unayzah Governorate in the Kingdom of Saudi Arabia. Female students in the second intermediate year with an intermediate level in the English language, aged between (14-15) years. The exploratory study sample consisted of (10) students, while the actual study sample consisted of (27) students for the experimental group, and (27) students for the control sample, with a total of (54) students for the two groups. The study concluded that there are statistically significant differences between the average scores of the experimental group students and the scores of the control group students in the results of the posttest vocabulary acquisition test in favor of the experimental group.

Keywords: Motion Graphics, Acquiring, Vocabulary, Students, Education, Technology.

الملخص:

هدفت هذه الدراسة إلى تحديد مدى فاعلية استخدام الرسوم المتحركة في تدريس وحدة من مقرر اللغة الإنجليزية للصف الثاني المتوسط في اكتساب مفردات الوحدة لدى طلاب الصف الثاني المتوسط. استخدمت الدراسة اختبار مفردات اللغة الإنجليزية كأداة لجمع البيانات وقياس مدى فاعلية المتغير المستقل للدراسة. تم إجراء الاختبار مرتين، قبل وبعد تطبيق العلاج على المجموعات. تم اختيار عينة الدراسة من إحدى المدارس المتوسطة في محافظة عنيزة في المملكة العربية السعودية. الطالبات في السنة الثانية المتوسطة الحاصلات على مستوى متوسط في اللغة الإنجليزية تتراوح أعمارهن بين (١٤-١٥) سنة. وتكونت عينة الدراسة الاستطلاعية من (١٠) طلاب، بينما تكونت عينة الدراسة الفعلية من (٢٧) طالباً للمجموعة التجريبية، و(٢٧) طالباً للعينة الضابطة، بمجموع (٥٤) طالباً للمجموعتين. وتوصلت الدراسة إلى وجود فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية ودرجات طلاب المجموعة الضابطة في نتائج الاختبار البعدي في اكتساب المفردات لصالح المجموعة التجريبية.

الكلمات المفتاحية: الرسوم المتحركة، اكتساب، المفردات، طالبات، التعليم، التكنولوجيا.

Introduction

Language is a fundamental means of communication that people worldwide rely on to interact with others. Sapir (1921), an American anthropological linguist, provided a concise definition of language as a uniquely human and non-instinctive mode of conveying ideas, feelings, and wants through a system of intentionally created symbols. English is a global language that is utilized on an international scale. Being able to effectively communicate and acquire knowledge in various facets of life is widely seen as an essential ability in today's times (Yunus, 2019). English is the most widely used language in the world. Therefore, there are numerous advantages to learning English as a second or foreign language, whether it be in social, academic, or professional contexts (Mahu, 2012).

Vocabulary deficits prevent language learning. Failure to communicate clearly in all language skills (Özkurkudis & Bümen, 2020). Students with low vocabulary have trouble comprehending and communicating (Vela & Rushidi, 2016). Many students struggle with vocabulary. They get dissatisfied learning plenty of English terminology and disheartened when they can't remember it (Vitasromo et al., 2019).

Saudi English learners encounter identical issues as non-native speakers worldwide. Many obstacles must be overcome to improve learning. English vocabulary acquisition is difficult. Because they lack vocabulary, they struggle to communicate in English and rarely have a true conversation (Rabab'ah, 2005). Thus, a large vocabulary improves communication. Learners of English as a second or native language must increase their vocabulary to grasp it. Thus, limited vocabulary students score poorly in higher education language, translation, linguistics, and literature courses (Afzal, 2019).

Teaching approaches are crucial to learning. To improve vocabulary learning, we must know the optimal teaching strategies for each level. It's important to choose a vocabulary teaching method that suits students' demands while choosing a method. They can participate in class and see improvements (Thorndyke, 2005). Since it emphasizes word lists and translation rather than vocabulary, traditional teaching approaches will fail students. As the value of vocabulary has been recognized, numerous teaching and learning methods have emerged (İnal & Cakir 2014).

Today's fast-changing technology has greatly impacted students' academic lives. Technology enabled data and communication wherever (Larsari & Wildová, 2020). Education professionals have focused on educational technologies to improve student learning. Media is frequently used. Teachers and students have infinite multimedia teaching and learning opportunities. Students are diverse, with some learning verbally and others visually. Multimedia offers both (Abbas & Ahamad, 2019).

Motion graphics employs visual pictures, symbols, text, and audio to effectively communicate information, knowledge, and data. Motion graphics simplify complex information for viewers (Azahari et al., 2020). Motion infographics helped pupils grasp and learn borders (Larsari & Wildová, 2020).

Combining words and graphics has enhanced kids' reading ability. Students summarized passages better with infographics in English reading (Manickam & AbdulAziz, 2020). Infographics also improve English grammar scores (Ibrahim & Maharaj, 2019).

Statement of the Problem

In spite of the important role that vocabulary plays in English language learning, yet it has always been a weak point among EFL students. Studies on vocabulary acquisition, such as (Al-Zahrani, 2011; Al-Harthy, 2019; and Al-Mutlaq, 2022) have indicated that there is such deficiency among students. In order to investigate the problem of the study, a pilot study was conducted on a random sample consisting of (10) second-grade intermediate students. The pilot study was done by an EFL teacher who gave the students a writing task titled (Describe Your Friend) for unit ten of the book Super Goal. The results revealed that students were only able to use a limited number of vocabulary.

Nowadays, incorporating modern technology in the teaching and learning process is essential, and has proven to be effective. Motion graphics is one of them. Accordingly, this study attempts to measure the effectiveness of using motion graphics on acquiring English vocabulary among second-grade intermediate students.

Research Question:

This study will attempt to answer the following question:

- What is the effectiveness of using motion graphics in teaching a unit in the English language course on acquiring English vocabulary among second-grade intermediate students?

Purpose of the Study:

This study will aim to investigate the effectiveness of using motion graphics in teaching a unit of the second-grade intermediate English language course on acquiring the unit's vocabulary among second-grade intermediate students.

Significance of the Study:

- This study is incorporating the technological developments into the educational process to meet the student's needs.
- The study results may open the path for other studies to implement motion graphics in different language skills.
- The study result may benefit officials and curriculum designers in the Ministry of Education to create lessons and activities using modern techniques such as motion graphics.

Delimitations of the Study:

The study will investigate the effectiveness of using motion graphics in teaching a unit of the second-grade intermediate English language course on acquiring the unit's vocabulary. It was conducted in the second semester of the academic year 2023-2024 A.D. It was applied in one of the intermediate schools in the governorate of Unaizah, Saudi Arabia, and it was delimited to second-grade intermediate female students.

TERMS

Motion Graphics:

Fecher defines motion graphics as the art of converting static elements such as graphics, images, texts, and many other types of components, and turning them into moving designs by attaching sounds and motion effects to convey certain information (2017).

The researcher defines motion graphics:

as images and texts characterized by smooth movement, which aim to illustrate or convey certain English vocabulary in a way that attracts the students, and it is usually combined with motion and sound effects. A computer, projector, and speakers will be used as tools in the teaching process. The researcher will employ motion graphics in the process of acquiring English vocabulary among second-grade intermediate students and test its effectiveness.

Vocabulary:

According to Hornby (2005), vocabulary is every word known or used by an individual, which is normally used when conversing about a specific topic.

The researcher defines vocabulary

as a set of certain English words in the chosen unit of the English language course, acquired by students after being taught using motion graphics, which students can use correctly in the test.

Motion Graphic:

Definition of Graphic Motion

The term "motion graphics" refers to visuals that are in motion. It is a way of incorporating design graphics into new media while also taking time and space into consideration. The basic definition of motion graphics is everything that involves giving the appearance of movement, rotation, and graphic elements. Motion graphics are typically used with audio for multimedia projects. Motion graphics are most frequently seen in electronic media technologies. Furthermore, every text and graphic seen moving in any medium, such as the internet, television, cinema, video games, mobile apps, and many others, is the product of a motion designer (Nhat, 2020).

Motion graphics is part of animation, which includes moving images, shapes, text, etc. Motion graphics add movement to visual design elements rather than expressing stories, unlike conventional animation. (Ellis 2018).

Characteristics of Motion Graphics:

Motion graphics combine graphics and animation to create entertaining and educational material. Educational, informative, and promotional videos incorporate motion graphics. The simplicity of motion graphics makes them stand out. To convey a story or message, simple images, shapes, text, and other visuals are created and animated. Because of its simplicity, motion graphics can be understood by a wide audience. (Perihelion, 2023)

The characteristics of motion graphics can be outlined as:

- Summarization: is a key feature. Motion graphics can quickly and easily transmit a lot of information, reducing learning time.
- Visual contact: enhances engagement, clarity, and comprehension.
- Sharing Ability: easy to share on social media or e-learning networks, reaching more students and interested parties.
- Attractive design: Colors, images, typography, and shapes draw attention (Al-Farhoud, 2022).

Motion Graphics Steps

All motion graphics projects must follow 4 steps:

1. Outline goals and traits. Start the project by defining its goals, substance, and goal. Outlining would help us choose the ideal motion graphic software and method.
2. Design the storyboard: Include all resources, photos, and details from the script in the storyboard.
3. Identify elements to be animated: The process begins with choosing the animated images, fonts, formats, and colors. To help you reach your objective, we have included noises and effects.
4. Continue with the final video's editing and animation based on your previously developed storyboard and animation plan (Miu City University, 2023)

Types of Motion Graphics:

There are so many different types of motion graphics, here are six of the most popular types: (del Rosario, 2023; Nesi, 2022)

1) Animated Illustrations

Most people like to employ motion graphics for illustrated products, explainers, and instructional films. Video with narration is a common way to help audiences understand complex ideas through images. Examples include instructional movies that walk viewers through a procedure step-by-step or videos that announce new products and highlight their features and design.

2) Animated logos:

These videos give static names or dynamic brand marks. Animated logos add visual appeal and business identification. Websites, video advertising, and social media postings can use it.

3) **Animated infographics:**

Animations make infographics more engaging and informative. Compare this to lists, graphs, and charts, which simply emphasize significant information but are not visually appealing.

4) **Typography:**

Most animated typography is moving text. Karaoke lyric videos often use it. Also, can convey a message in brand advertising or videos.

Advantages of Motion Graphics:

There are many benefits of using motion graphics:

- Motion graphics videos are easy to publish and share through social media and spread quickly across social networks.
- Motion graphics videos can be entertaining; a well-made motion design video is an enjoyable piece that the learners are likely to watch all the way through.
- Helps develop careful observation among learners.
- Motion graphics help the educational process by presenting the curricula in a fun and attractive style.
- Motion graphics can be used in different fields such as awareness videos in the medical field and advertising in the fields of marketing, education, and others.

Disadvantages of Motion Graphics

- Boring is one of the cons of motion graphics especially when it is done incorrectly, they can be impersonal, boring, and nothing more than an animated brochure. Therefore, incorporating live photos, and voice-overs to increase audience engagement (Smith, 2023).
- Distracting: motion graphics and other fun educational resources can distract students from learning. Lack of a clear goal and objectives in the videos can be a source of distraction. As a result, good educational motion graphics videos require more than just great design. So, learning objectives need to be identified clearly in the videos (Giang Bui, 2019).

VOCABULARY

Definition of Vocabulary Acquisition:

Wollacott (2023) defines vocabulary acquisition as a process by which speakers increase the amount of words they comprehend in their first or second languages. Beglar & Hunt (2015) stated that vocabulary acquisition is an essential, and the most important aspect of successful foreign language acquisition.

Because vocabulary affects all four language skills and helps learners understand and produce language and express their thoughts, feelings, and emotions. Successful second/foreign language competency may depend on vocabulary learning. Words are one of the best tools teachers may give children to acquire a second language (Allen, 1983).

The Nature of Vocabulary Acquisition:

Language relies on vocabulary. Second/foreign language teaching and learning success depends on vocabulary competence. This is often acknowledged in theoretical and empirical second/foreign language acquisition research (Fazeli, 2012). Learning or acquiring vocabulary can improve it. The ideal method is language learning since it comes naturally. Thus, language acquisition is the best way to learn vocabulary (Moch, 2019a).

Types of vocabulary

Professionals classify words into several categories. According to Harmer (1991), vocabulary is active or passive. Learners learn active vocabulary to use it. Another type is passive vocabulary; which students will recognize but not produce.

Hatch & Brown (1995) split vocabulary into receptive and productive. Students can detect and understand receptive vocabulary but cannot produce it. Students identify language from listening and reading but don't use it in speech or writing. The second type is productive vocabulary, which students can understand, pronounce, and use in speech and writing.

Meanwhile, Good (1959) classified vocabulary as hearing, oral, reading, and writing. The speaker's language that the audience can understand can help the speaker communicate their message because communication is interpretable. Second, oral vocabulary shows how people communicate clearly and engagingly. The third is reading vocabulary, which a reader can understand in writing. The fourth and last type is writing vocabulary, which represents words used in writing.

The Role of Technology in Vocabulary

Technological advances in society require early exposure for students. Taghizadeh & Hasani (2020) stated that teachers of young learners must use modern technology because youngsters are habituated to technology. They concluded that computer-assisted language (CALL) improved students' autonomy, motivation, and communication and computer skills for learning English.

Online video games can benefit struggling pupils, according to Vasileiadou & Makrina (2017). Technology comfort increased learning outcomes. Additionally, Pun (2014) noted that modern technology-based English classrooms are colorful and fascinating and inspire and engage students.

Researchers have focused on improving foreign/second language vocabulary learning in recent years. Foreign/second vocabulary and learning processes have been studied extensively. More researchers are studying how technology and multimedia effect language learning, such as Abdul-Rahman et al., 2021; Gunel & Top, 2022; Vitasoro, 2019).

Previous Studies

Manna & Wasif's (2020) study aimed to explore the impact degree of using motion graphics in enhancing the process of e-learning within Jordanian private universities. The study applied both a descriptive-analytical approach and a quasi-experimental approach. The study sample consisted of (48) male and female students. A questionnaire was used as an instrument to collect data. The study findings revealed that the students favorably support using motion graphics adopted in e-learning for difficult theoretical subjects as that facilitates learning such subjects.

Indrawati et al. (2021) study goal was to explore the effectiveness of motion graphics in improving students' English ability during the COVID-19 pandemic at Nusantara University. The study applied a quasi-experiment approach. The study sample consisted of an experimental class with (40) students and a control class with (40) students. The study findings revealed that using motion graphics-based learning had effectively improved students' English ability because it was engaging and motivating, stimulating, encouraging, informative, entertaining, and accessible. Furthermore, it also revealed that motion graphics was more effective in improving students' English ability than video-based learning (VBL).

Abu Saada & Al-Quraan's (2022) study aimed to examine the effect of motion graphics in improving the achievement of fifth-grade students in social and national education course in e-learning in Jordan. The study applied the quasi-experimental approach. The study sample consisted of (54) male and female students. The sample was divided into two groups, an experimental group of (29) students, and a control group of (25) students. An achievement test was used as an instrument to collect data. The study results showed that there are statistically significant differences between the arithmetic averages on the post-test for the experimental and control groups, in favor of the experimental group. Furthermore, there are statistically significant differences in the achievement test according to the gender variable, in favor of females. The study recommended the use of motion graphics in order to improve students' achievement in social and national education and all courses.

Abdel-Rahman et al. (2021) study aimed to explore the impact of Quizizz and Kahoot! applications on developing EFL vocabulary learning for freshmen students at the Faculty of Education. The study applied an experimental one-group pre-posttest design. The study sample consisted of (30) freshmen students enrolled in the English department at the Faculty of Education at Benha University. An EFL vocabulary learning test was used to collect data. The study findings revealed that the use of Quizizz and Kahoot! applications were an effective tool in developing EFL vocabulary learning among freshmen students at the Faculty of Education.

Al-Mutlaq's (2022) study aimed to determine the effects of a digital learning environment based on gamification for developing English vocabulary and motivation among second-grade high school students. The study applied a quasi-experimental method. The study sample consisted of (32) second-grade high school students in Unaizah, divided equally into two groups, experimental and control group. Two instruments were implemented in this research, a pre-post-achievement test was used to measure students' English vocabulary achievement, as well as a motivation scale was used toward learning the English language. Along with this, the Quizlet gamification program was used as an experimental instrument. The study findings revealed that there were statistically significant differences between the scores of the experimental and control group in the post-achievement test of both English vocabulary and motivation in favor of the experimental group.

Mutia et al. (2023) aimed to identify the effectiveness of vocabulary instruction on vocabulary achievement among senior high school students. The study was a quantitative study and applied a pre-experimental design with a one-group pre-posttest design. The study sample consisted of (30) students. A pre-posttest design was used to collect data. The study results revealed a significant increase in vocabulary scores among students. Therefore, vocabulary instruction should be *integrated* into the teaching and learning process as it has been proven to help students increase their vocabulary.

METHODOLOGY

Design of the Study

According to the nature, objectives, and variables of the current study; the study adopted the quasi-experimental design (two-group pre-test -post-test design), that aimed to investigate the effectiveness of teaching a unit in the English language course using motion graphics on acquiring English vocabulary among second-grade intermediate students. This method was chosen in particular as it suits the objectives of the study and the difficulty of controlling all variables.

Firstly, a pre-test was administered to both groups. Secondly, the experimental group received the treatment using motion graphics, and the control group was taught using the traditional way. Finally, a post-test was administered to both groups after the treatment.

Sample of the Study

The population and sample of the current study consisted of female second-year intermediate students in English as a foreign language with an intermediate level in the English language and their ages range between (14-15) years. The study sample was selected from an intermediate school in Unayzah Governorate in the Kingdom of Saudi Arabia. The exploratory study sample consisted of (10) students, while the actual study sample consisted of (27) students in the experimental group, (27) students in the control sample, with a total of (54) students for the two groups.

Instrument of the Study

The current study used an English vocabulary test as an instrument to collect data and measure the effectiveness of the study's independent variable. The test was administered twice, before and after applying the treatment to the groups.

Result and Discussion:

What is the effectiveness of using motion graphics in teaching a unit in the English language course on acquiring English vocabulary among second-grade intermediate students?

To answer the study question, a descriptive analysis test was conducted for the test questions, where the means and standard deviations for each question were calculated in both the experimental and control groups.

	Pre-test		Post-test	
	Mean	Std. Deviation	Mean	Std. Deviation
Q1	0.4074	0.50071	0.963	0.19245
Q2	0.7407	0.44658	1	0
Q3	0.5185	0.50918	0.963	0.19245
Q4	0.6667	0.48038	1	0
A1	0.4074	0.50071	0.8889	0.32026
A2	0.4815	0.50918	0.8148	0.39585
A3	0.4074	0.50071	0.963	0.19245
A4	0.3704	0.4921	0.7407	0.44658
A5	0.4815	0.50918	0.8889	0.32026
A6	0.3704	0.4921	0.7037	0.54171
A7	0.3704	0.4921	0.8519	0.36201
A8	0.2593	0.44658	0.963	0.19245
A9	0.2222	0.42366	0.7778	0.42366
B1	0.4444	0.50637	0.9259	0.26688
B2	0.3333	0.48038	0.9259	0.26688
B3	0.1852	0.39585	0.9259	0.26688
B4	0.3704	0.4921	0.9259	0.26688
B5	0.3333	0.48038	0.9259	0.26688
B6	0.2222	0.42366	0.963	0.19245
C1	0.8148	0.39585	0.963	0.33758
C2	0.6667	0.48038	0.7778	0.50637
C3	0.3333	0.5547	0.7037	0.46532
C4	0.1852	0.39585	0.5185	0.50918
C5	0.5926	0.50071	0.7407	0.52569
C6	0.2963	0.46532	0.5556	0.57735

The previous table displays the means and standard deviations for each item of the pre- and post-test. The results indicate that there is an increase in the arithmetic mean in all items of the post-test compared to the pre-test, which indicates the effectiveness of using motion graphics in teaching a unit of the English language course in acquiring vocabulary. English language among second-year intermediate students.

The previous graph indicates the measures of central tendency in the pre-test and the post-test, as there is an increase in the value of the measures of central tendency in the post-test compared to the pre-test, which indicates the effectiveness of using motion graphics in teaching a unit of the English language course in acquiring English vocabulary. For second-year middle school students.

Testing Hypothesis

Pre-test

	N	t	df	Sig. (2-tailed)	Mean Difference	Std. Deviation	95% Interval Difference	Confidence of the
							Lower	Upper
Experimental group	27	10.448	26	0	10.40741	5.17583	8.3599	12.4549
Control group	27	9.261	26	0	10.33333	5.79788	8.0398	12.6269

Table: One-Sample Test for pre-test

The previous table shows the results of the t-test for the study sample between the experimental and control groups in the pre-test. It is clear from the T value that there are no statistical differences between the experimental and control groups in the pre-test, as the T value for the experimental group was 10.448, and the T value for the control group was 9.261, which are two values that are very close to each other.

Post-test

	N	t	df	Sig. (2-tailed)	Mean Difference	Std. Deviation	95% Interval Difference	Confidence of the
							Lower	Upper
Experimental group	27	25.155	26	0	21.03704	4.34548	19.318	22.7561
Control group	27	10.77	26	0	14.96296	7.219	12.1072	17.8187

The post-test t-test findings for the study sample between experimental and control groups are shown in the previous table. The T value for the experimental group was 25.155, whereas the control group's was 10.77, indicating a considerable difference in post-test performance.

This supports the study's hypothesis that the experimental group's post-test vocabulary acquisition scores are statistically significantly higher than the control group's.

The study aimed to identify the effect of motion graphics on vocabulary acquisition in learning English among second-year intermediate students. The study results, as shown, reveal compelling insights into the effectiveness of incorporating motion graphics into language teaching.

The initial comparison between the experimental and control groups in the pre-test showed that there were no statistically significant differences. This suggests that initially, both groups were relatively equal in terms of their basic knowledge and abilities related to English vocabulary. This finding is crucial because it ensures that any subsequent discrepancies in performance between the two groups can be attributed to the intervention – i.e. the use of motion graphics – rather than to pre-existing discrepancies in proficiency levels.

Motion graphics may improve language acquisition for several reasons. Engagement is motion graphics' top priority. Motion graphics may engage students and provide a more dynamic learning environment by using dynamic visuals, aural cues, and interactive features. This increased engagement can improve student comprehension and retention, improving learning outcomes. Motion graphics also accommodates different learning methods. Traditional teaching methods focus on aural and visual learners, whereas motion graphics accommodates kinesthetic learners. Motion graphics' dynamic and interactive nature allows for hands-on inquiry and experiential learning, fulfilling the needs and preferences of many students.

The study's limitations and issues must be considered. While motion graphics directly affect vocabulary acquisition, longitudinal research might be valuable in testing vocabulary retention over time. Sample demographics, instructional design variances, and study-specific contextual factors may also limit generalizability.

The findings suggest that motion graphics can improve English language learning vocabulary. Teachers may construct rich, successful learning experiences for intermediate school students by using engaging, multimedia, and contextual motion graphics. To maximize motion graphics' transformative power in language instruction, more study and pedagogical inquiry are needed.

Conclusion:

In conclusion, the research underscores the efficacy of integrating motion graphics into English language instruction for second-grade intermediate students, particularly in enhancing vocabulary acquisition. The study's findings reveal that motion graphics not only engage learners through dynamic visuals and interactive elements but also cater to diverse learning styles and preferences, ultimately fostering deeper comprehension and acquisition of vocabulary. By providing contextualized and meaningful associations, motion graphics facilitate the development of lexical connections, thereby making vocabulary acquisition more intuitive and sustainable.

While the immediate impact of motion graphics on vocabulary acquisition is evident, future research should explore the long-term retention of the acquired vocabulary, as well as potential variations in instructional design and learner demographics. Nevertheless, the study contributes valuable insights into the transformative potential of motion graphics in language instruction, highlighting its role in creating immersive and effective learning experiences for second-grade intermediate students.

Recommendations:

- **Diversify Instructional Strategies:** While motion graphics have shown promise in enhancing vocabulary acquisition, it's important to supplement this approach with a variety of instructional strategies to cater to the diverse needs and preferences of learners. Integrating multimedia resources, interactive activities, and real-world applications can provide a well-rounded learning experience that engages students and reinforces vocabulary retention.
- **Qualitative Research:** Complement quantitative analyses with qualitative research methods such as interviews, focus groups, or observation to gain deeper insights into learners' perceptions, attitudes, and experiences regarding the use of motion graphics. Understanding students' preferences, motivations, and challenges can inform instructional design and help tailor interventions to better meet their needs.
- **Accessibility and Equity:** Ensure that instructional materials and resources, including motion graphics, are accessible to all students, including those with diverse learning needs and backgrounds. Designing inclusive learning environments and providing accommodations as needed can promote equitable access to educational opportunities and facilitate meaningful participation and engagement.

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