



Humanities and Educational  
Sciences Journal



مجلة العلوم التربوية  
والدراسات الإنسانية

ISSN: 2617-5908 (print)

ISSN: 2709-0302 (online)

## The Effectiveness of Using Motion Graphics in Acquiring English Vocabulary among Second-Grade Intermediate Students(\*)

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تاريخ قبوله للنشر 23/4/2024م

<http://hesj.org/ojs/index.php/hesj/index>

(\*) تاريخ تسليم البحث 25/3/2024م

(\*) موقع المجلة:



## فعالية استخدام الرسوم المتحركة في اكتساب مفردات اللغة الإنجليزية لدى طالبات الصف الثاني المتوسط

خوله عبد العزيز مهنا التركي

وزارة التعليم - السعودية

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أستاذ مناهج وطرق تدريس اللغة الإنجليزية المشارك  
قسم المناهج وطرق التدريس - كلية التربية - بجامعة القصيم

### الملخص

هدفت هذه الدراسة إلى معرفة مدى فاعلية استخدام الرسوم المتحركة في تدريس وحدة من مقرر اللغة الإنجليزية للصف الثاني المتوسط في اكتساب مفردات الوحدة لدى طالبات 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. استخدمت الدراسة التصميم الشبه تجريبي. وتم اختيار مجتمع الدراسة من إحدى مدارس المتوسطة للبنات بمحافظة عنيزة بمنطقة القصيم. وتكونت عينة الدراسة من (54) طالبة من طالبات الصف الثاني المتوسط تتراوح أعمارهن بين (14-15) سنة، تم اختيارهن عشوائياً كمجموعتين تجريبية وضابطة. وتم تقسيم العينة إلى مجموعتين بلغ عدد كل منهما (27) طالباً.

وتوصلت الدراسة إلى وجود فروق ذات دلالة إحصائية بين متوسط درجات طالبات المجموعة التجريبية ودرجات طالبات المجموعة الضابطة في نتائج اكتساب المفردات بعد الاختبار البعدي لصالح المجموعة التجريبية. وأوصت الدراسة باستخدام مجموعة متنوعة من الاستراتيجيات التعليمية لتلبية الاحتياجات والتفضيلات المتنوعة للمتعلمين وكذلك ضمان أن المواد التعليمية والموارد متاحة لجميع الطلاب، بما في ذلك أولئك الذين لديهم احتياجات وخلفيات تعليمية متنوعة.

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



## 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 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 used a quasi-experimental design. The study population was selected from one of the female intermediate schools in Unayzah Governorate in Al Qassim region. The study sample consisted of (54) second-grade intermediate Female students aged between (14-15) years, assigned randomly as experimental and control groups. The sample was divided into two groups, (27) students in each.

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 vocabulary acquisition post-test in favor of the experimental group. The study recommended using a variety of instructional strategies to meet the diverse needs and preferences of learners as well as ensure that the instructional materials and resources are accessible to all students, including those with diverse learning needs and backgrounds.

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



## Introduction

Language is a way of communication, which is a very essential tool for people around the world as they use it to communicate with others. Sapir (1921) an American anthropological linguist, defined language as, "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols." (p.7). English is a worldwide language and it is used internationally. It is considered a necessary skill to communicate in different aspects of life and acquire knowledge in today's era (Yunus, 2019). The English language is the world's most spoken language, for that reason learning English as a second/ foreign language has many advantages whether it is socially, academically, or professionally (Mahu, 2012).

In language learning, vocabulary is seen as an essential element, as it is used in all language skills (İnal & Cakir, 2014). Therefore, students with English vocabulary are able to communicate well with others. Whereas, not having insufficient vocabulary would cause problems related to communication and understanding written and oral materials, as well as causing students to feel frustrated when they have to learn lots of vocabulary and discouraged when they fail to recall the memorized vocabulary (Vela & Rushidi, 2016: Vitasmoro et al., 2019).

Saudi learners face similar problems as many non-native speakers of the English language around the world. There are many challenges that need to be overcome in order to achieve greater learning outcomes. One of these challenges is the acquisition of English vocabulary. Accordingly, they struggle when communicating in the English language and usually fail to maintain a genuine conversation, due to learners' lack of the needed vocabulary (Rabab'ah, 2005). Hence, communication would be more efficient when learners have a great amount of vocabulary. In order to master English, learners need to expand their knowledge of vocabulary whether it is learned as a second/foreign language or as a mother tongue. Therefore, learners who have low vocabulary display weak academic performance in courses associated with language skills, translation, linguistics, and literature in higher education (Afzal, 2019).

Teaching methods and techniques are key elements in the learning process. To help learners achieve vocabulary acquisition, we need to know what teaching methods are best to be implemented at different levels. In the



process of selecting a teaching method or a technique, it is essential to apply a suitable way of teaching vocabulary that meets the learners' needs. So, they can engage in the lesson and gradually have positive results (Thornbury, 2005). Traditional teaching methods will not be able to achieve successful learning outcomes for students, given that it focus on word lists and translation rather than the use of vocabulary. Since the importance of vocabulary has been realized, lots of vocabulary teaching and learning techniques have appeared (İnal & Cakir 2014).

In the 21<sup>st</sup> century, the fast changes in technology have had an exceptional impact on student's academic life. Technology made communication and data accessible easily anywhere and anytime (Larsari & Wildová, 2020). Educational technologies have received much attention from educators to improve students' learning outcomes. Multimedia is an example, and it is widely used. Multimedia offers both educators and students endless opportunities for quality teaching and learning experience. Considering that students are a heterogeneous group, where certain students favor grasping information verbally, while others are visual. Multimedia can offer both to them (Abbas & Ahamad, 2019).

Motion graphics is one of these multimedia, which uses visual images, symbols, text, and audio to convey certain information, knowledge, and data effectively. Furthermore, motion graphics aim to present complicated information in a simple attractive way for the viewer (Azahari et al., 2020). The implementation of motion infographics in the teaching process helped students have a border understanding and learning (Larsari & Wildová, 2020).

Due to the importance of using technology in education and the positive impact it has on the English language teaching and learning process, as previously stated, this study's purpose is to investigate the effectiveness of employing motion graphics in teaching English vocabulary as a Foreign Language among second-grade intermediate students.

### Statement of the Problem

Despite the important role that vocabulary plays in English language learning, it has always been a weak point among EFL students. Research on vocabulary acquisition such as the ones conducted by Al-Zahrani (2011); Al-Harthy (2019); and Al-Mutlaq (2022), has indicated that there is such deficiency among students. 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 entitled (Describe Your Friend) of “unit ten” of the book “Super Goal”. The results revealed that students were only able to use (14) words out of the whole unit’s vocabulary list (50). Thereby, it is evident that students face difficulties with vocabulary acquisition.

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 attempted to measure the effectiveness of using motion graphics on acquiring English vocabulary among second-grade intermediate students

### Research Question

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

### Significance of the Study

- This study incorporated 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 investigated 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 (2017) 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.

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 a person, which is normally used when conversing about a particular 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.

## Literature Review

### Motion Graphic

#### Definition of Motion Graphic

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).



Animation is an umbrella term that covers the field of moving images, shapes, text, etc., and motion graphics is considered one of them. In comparison to other forms of animation, motion graphics are primarily concerned with adding movement to visual design elements, rather than storytelling. (Ellis, 2018).

### Characteristics of Motion Graphics

- Summarization: one of its most significant characteristics. Motion graphics can convey a large amount of information in a fast and simple way, therefore shortening the learning time.
- Visual Contact: the information is presented in a visual form makes it engaging, eye-catching, and easier to understand.
- Sharing Ability: easy to share on social media or e-learning networks, hence reaching a larger number of learners and those interested in the subject.
- Attractive Design: The variety use of colors, images, fonts, and shapes, is a key element to attract the viewer's attention (Al-Farhoud, 2022).

### Motion Graphics Steps

All motion graphics projects must follow four steps:

1. Outline the characteristics and aims. The first step in starting the project is to outline its characteristics, aims, contents, and its target. Outlining would provide us with the required information to select the best motion graphic software and technique.
2. Design the storyboard. The storyboard should include the script's details, images, and all resources that are going to be used.
3. Identify elements to be animated. By Selecting images, typographies, formats, and colors that are going to be animated and how it's going to look. Along with sounds and effects to achieve your goal.
4. Edit and animate the final video according to the storyboard and animation plan you created previously (Miu City University, 2023).

### Types of Motion Graphics

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

#### 1. Animated Illustrations

Illustrated products, explainers, and instructional videos are some of the most well-liked uses for motion graphics. This type of video is typically



combined with voiceover to help explain complicated concepts with visuals to viewers. An example; can be seen in new product announcing videos, where its features and design need to be showcased, or instructional videos where they need to go through the process step-by-step.

## 2. Animated Logos

This type of video is used to give a static name or a dynamic brand mark. Motion graphics logo gives visual interest and defines the brand's identity. It can be used in companies' websites, video ads, and social media posts.

## 3. Animated Titles

Animation titles use text over a video to highlight specific events, items, and locations, communicate certain information, or introduce a topic or a person to the viewer. Animation titles are commonly used in news broadcasts.

## 4. Animated Infographics

Animated infographics add great dynamics to visuals, and convey information simply and effectively. In contrast, the information presented in lists, graphs, and charts is only used to highlight important information but is not visually appealing.

## 5. Typography

Animated typography is mainly a moving text. It is commonly used in lyric videos where the karaoke singers recite the words. Also, it can be used in brand ads or videos to convey a certain message.

## 6. Animated Ads

Animated ads are brief videos that highlight stories or particular aspects of your company or a product/brand. Also, it focuses on particular features, timely promotions, or other special events rather than providing a full explanation. Animated ads can be employed on different platforms of social media.

## Advantages of Motion Graphics

- Motion graphics videos are easy to publish and share through social media and spread quickly across social networks.
- Motion graphics simplifies complex ideas, no matter how abstract or complex an idea is, it can be explained in a way that anyone can comprehend.



- Motion graphics videos can be memorable since learning is far more effective when the learner is having fun. They are more likely to understand and retain the message of the video.
- Motion graphics help develop careful observation among learners.
- Motion graphics help the educational process by presenting the curricula in a fun and attractive style. (Al-Farhoud, 2022).

### **Disadvantages of Motion Graphics**

- Boredom 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, and the 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**

According to Hatch & Brown (1995), vocabulary refers to a collection of words used in a particular language or by certain speakers of a language. Richards & Renandya (2002) state that vocabulary is an essential part of language proficiency and lays a lot of the foundation for how learners effectively listen, talk, read, and write.

#### **Types of Vocabulary**

According to experts, vocabulary can be divided into multiple types. Harmer (1991) stated that active vocabulary and passive vocabulary are the two types of vocabulary. Active vocabulary refers to words that learners have been taught and have learned intending to use them. The second is passive vocabulary or terms that learners will identify when they encounter them but will likely not be able to produce.

While Good (1959) divided vocabulary into four types: listening vocabulary, oral vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary is the speaker's vocabulary that the listener can understand, where it may also be claimed that the speaker's message can be



effectively communicated to the listener because of the interpretability of speech. Oral vocabulary describes the words people use to communicate their thoughts engagingly and clearly. Reading vocabulary refers to words that a reader can comprehend when finding them in written form. Writing vocabulary refers to the words employed when creating a written work.

### **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.

### **Teaching Vocabulary Using Motion Graphics**

The English language can be taught in different ways using visual methods. The study conducted by Ridha et al. (2022) found that students who had taught using graphics, animation, and innovative teaching techniques picked up concepts more quickly and easily than others. The majority of students decided that animated videos improve assimilation, make studying more fun, help with vocabulary development, and make English learning more effective. It also stated that the performance of students taught using animated videos were better. Even though some people learn better by aural or visual means, it is nevertheless strongly advised to learn various languages through technology such as (animation, motion graphics, videos, etc.). Therefore, teachers need to be familiar with the basics of the modern educational system and keep up to date with modern teaching techniques. Educational institutions should be aware of the practical applications of advanced technology (Ridha et al., 2022).

Furthermore, technology such as motion graphics is beneficial in vocabulary learning. Using technology such as computers, mobiles, games, and so many others can help teach vocabulary as it enables teachers to present vocabulary in multimodal ways. According to several studies, using technology boosted vocabulary learning. By utilizing a variety of media, multimedia learning encourages learners to actively learn while having fun and motivates them to complete tasks (Al-Mutlaq, 2022; Hassan Taj et al., 2017; Palalas, 2011; Yue, 2017).



## Motion Graphic Studies

Al-Habrouni's (2021) study goal was to identify the importance of employing motion graphics technology in the training platforms and its role in developing employees' public relations skills. In addition, observing their attitudes and tendencies concerning these courses. The study applied a descriptive survey approach. The study sample consisted of (23) employees both male and female at the Public Relations Management at Umm Al-Qura University in Makkah Al-Mukarramah. A questionnaire was used to collect data. The study findings revealed that employing motion graphic technology in the presented training material in the Ethraie platform, had a positive effect on most of the participants' responses, and satisfaction as well as extending their understanding and cognition of the presented training material.

Indrawati et al. (2021) study objective 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 finding 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 purpose was 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.



### Vocabulary Studies

Gunel & Top's (2022) study specifically attempted to look into the effects of incorporating video games into classroom lessons on English vocabulary learning and retention among students. The study applied a mixed methodology and a quasi-experimental design. The study sample consisted of (96) middle school students, divided into two groups equally, experimental and control groups. Pre-post, and retention achievement tests and interviews were used as instruments to collect data. The study finding showed that incorporating video games in the learning process had positive effects on students' vocabulary learning and retention as the experimental group's scores were significantly higher than those in the control group. Moreover, it increases students' motivation.

Al-Mutlaq's (2022) study purpose was 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 finding 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) study goal was to identify the effectiveness of vocabulary instruction on vocabulary achievement among senior high school students. The study was quantitative 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 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 study consisted of female second-grade intermediate students, ages ranging between (14-15) years old. 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 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.

### Statistical Analysis

The following statistical treatments were used:

- Pearson correlation coefficient for testing the internal consistency of study instruments.
- Cronbach's alpha coefficient and the stability coefficient by half-fractionation method using the Spearman-Brown Coefficient to measure the stability of study instruments.
- T-test for pre and post-test.



## Validity of the Study Instrument

The test was presented to (13) arbitrators specialized in the Department of Curriculum and Instruction of the English Language and English language teachers.

## Internal Consistency of the Study Instrument

The study instrument was applied to a survey sample consisting of (10) students to test internal consistency through the Pearson correlation coefficient test, and the results were as follows:

**Table (1): Results of the internal consistency test of the study tool**

| Correlations |                     |          |           |
|--------------|---------------------|----------|-----------|
|              |                     | Pre-test | Post-test |
| Pre-test     | Pearson Correlation | 1        | .927**    |
|              | Sig. (2-tailed)     |          | .000      |
|              | N                   | 10       | 10        |
| Post-test    | Pearson Correlation | .927**   | 1         |
|              | Sig. (2-tailed)     | .000     |           |
|              | N                   | 10       | 10        |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

The results of the internal consistency test of the study instrument indicate that there is a significant correlation between the pre-and post-test questions, as the Pearson Correlation coefficient reached 0.927, which is a value very close to the one.

## Stability of the study instrument

**Table (2): Cronbach's Alpha**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .828                   | 25         |

The table above indicates that the study test has a high-reliability value, as the value of Cronbach's alpha coefficient reached (82.8%), which is a high-reliability value.

## 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?



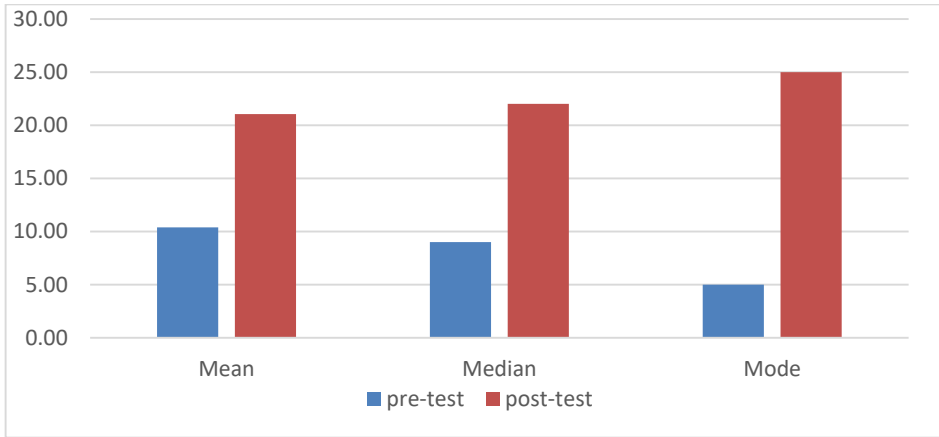
To answer the study question, a descriptive analysis test was conducted for the test questions, where the means and standard deviations for each question were calculated in both the experimental and control groups.

**Table (3) Means and standard deviations of test questions**

|    | 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.

Figure (1) Mean, median, and mode for pre and post-test



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

Table (4) One-Sample Test for Pre-test

|                    | N  | t      | df | Sig. (2-tailed) | Mean Difference | Std. Deviation | 95% Confidence Interval of the Difference |         |
|--------------------|----|--------|----|-----------------|-----------------|----------------|---|---------|
|                    |    |        |    |                 |                 |                | 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 |

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

Table (5) One-Sample Test for post-test

|                       | N  | t      | Df | Sig.<br>(2-tailed) | Mean<br>Difference | Std.<br>Deviation | 95% Confidence<br>Interval of the<br>Difference |         |
|-----------------------|----|--------|----|--------------------|--------------------|-------------------|---|---------|
|                       |    |        |    |                    |                    |                   | Lower   | Upper   |
| Experimental<br>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 groups. 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 can improve language acquisition as analyzed above in the table for several reasons. Engagement is motion graphics' top priority. Motion graphics can 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 accommodate 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 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.

### Suggestions

- Conducting longitudinal studies would provide valuable insights into the long-term retention of the acquired vocabulary through motion graphics.
- Incorporating qualitative research methods such as interviews or focus groups could offer deeper insights into learners' perceptions, experiences, and preferences regarding the use of motion graphics.
- Understanding students' attitudes and motivations toward motion graphics-based learning can inform instructional design and pedagogical practices, enhancing the effectiveness and relevance of motion graphics in language instruction.
- Exploring potential variations in instructional design, such as the integration of interactive quizzes or gamified elements within motion graphics, could further enhance engagement and facilitate active learning.

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