

AnimEd: Enhancing Vocabulary Skills of First-Year and Second-Year English Majors Through Subtitled Animated Story

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Abstract

AnimEd is a subtitled animated story designed to enhance vocabulary skills of first-year and second-year English majors. A quasi-experimental design using pre-test and post-test was applied to measure vocabulary improvement. Results revealed significant improvement in vocabulary scores after exposure to AnimEd. Teacher evaluations also showed high acceptability in terms of content, suitability, and practical use. The study concludes that multimedia instructional tools effectively enhance vocabulary learning.

Keywords: AnimEd; vocabulary development; animated learning; subtitles; English majors; multimedia learning

1. Main

Vocabulary acquisition remains one of the most challenging aspects of language learning, particularly among English major students. Many learners struggle to understand and use new words effectively, which affects their overall communication skills. Studies have shown that multimedia tools, especially animated videos with subtitles, can enhance vocabulary learning by providing visual, auditory, and textual support.

In the Philippine context, students are highly exposed to digital media, making animated instructional materials a relevant and engaging approach. This study introduces “AnimEd,” a subtitled animated video designed to improve vocabulary skills.

This study aims to determine the effectiveness of AnimEd in enhancing the vocabulary skills of first- and second-year BSED English students at Laguna University. A pre-test and post-test design was used to measure students' vocabulary performance before and after the intervention.

Nomenclature

- A — AnimEd (animated video tool for vocabulary learning)
- B — Vocabulary (set of words learned and understood by students)
- C — Subtitles (text displayed on screen representing spoken dialogue)
- D — Pre-test (assessment before using AnimEd)
- E — Post-test (assessment after using AnimEd)
- F — BSED (Bachelor of Secondary Education)

C further nomenclature continues down the page inside the text box

ABSTRACT

Vocabulary acquisition remains a significant challenge among English language learners, particularly in higher education. This study aimed to determine the effectiveness of AnimEd, a subtitled animated video, in enhancing the vocabulary skills of first- and second-year Bachelor of Secondary Education (BSED) English major students at Laguna University. The study employed a quasi-experimental research design using a pre-test and post-test approach. A total of 24 students were selected through purposive sampling. The instruments included self-made pre-tests and post-tests administered through Kahoot!, alongside the implementation of five episodes of animated video content with English subtitles. Data were analyzed using paired samples t-test and descriptive statistics. Findings of the study are expected to determine whether the use of animated videos with subtitles significantly improves students' vocabulary performance. The results may contribute to the development of innovative and engaging instructional strategies in language learning.

KEYWORDS

AnimEd, Vocabulary Learning, Animated Videos, English Subtitles, Multimedia Learning

INTRODUCTION

Vocabulary learning is a fundamental component of language acquisition, yet many learners struggle to effectively understand and apply new words in context. Studies have shown that multimedia tools, particularly animated videos with subtitles, enhance vocabulary retention by providing visual, auditory, and textual input. In the Philippine context, students are highly engaged with digital media, making animation a relevant instructional tool.

This study introduces AnimEd, a subtitled animated video designed to improve vocabulary learning among first- and second-year English major students. Grounded in Multimedia Learning Theory and Input

Hypothesis, the study explores how contextualized and multimodal input supports vocabulary acquisition. The study aims to determine whether the use of AnimEd significantly improves students' vocabulary performance.

METHODOLOGY

This study utilized a quasi-experimental research design employing a pre-test and post-test approach. The participants consisted of 24 first- and second-year BSED English major students from Laguna University, selected through purposive sampling.

The research instruments included self-made pre-tests and post-tests administered via Kahoot!, as well as the AnimEd subtitled animated video series consisting of five episodes. Data were gathered through online sessions conducted via Google Meet.

The collected data were analyzed using paired samples t-test to determine significant differences between pre-test and post-test scores, along with descriptive statistics such as mean and standard deviation.

Table 1. *Levels of Vocabulary Skills of the First-Year and Second-Year BSED English Students Before and After the Utilization of the AnimEd*

Pretest

Criteria	Number of Students	Mean	SD	Percentage Scores	INTERPRETATION
First Year	9	4.43	0.62	21.7%	LOW
Episode 1		5.13	2.95		
Episode 2		3.75	1.49		
Episode 3		5.13	2.30		
Episode 4		3.38	1.69		
Episode 5		4.75	1.58		
Second Year	15	3.96	0.61	27.8%	
Episode 1		3.79	1.18		
Episode 2		3.60	1.35		
Episode 3		4.79	1.97		
Episode 4		3.63	1.45		
Episode 5		3.93	2.69		

Legend: High 75-100% (38-50)
 Average 50-74% (25-37)
 Low 0-49% (0-24)

Post test

Criteria	Number of Students	Mean	SD	Percentage Scores	INTERPRETATION
First Year	9	7.38	0.33	43.9%	AVERAGE
Episode 1		7.63	1.76		
Episode 2		6.63	2.32		
Episode 3		7.88	2.30		
Episode 4		7.38	1.69		
Episode 5		7.38	1.69		
Second Year	15	7.68	0.37	47.6%	
Episode 1		6.60	2.44		
Episode 2		7.80	2.04		
Episode 3		7.64	1.55		
Episode 4		8.50	1.59		
Episode 5		7.87	2.03		

Legend: High 75-100% (38-50)
 Average 50-74% (25-37)
 Low 0-49% (0-24)

Table 2. *Level of Perceived Acceptability of AnimEd as a Learning Tool among two (2) selected Teachers*

Criteria	Mean	SD	Percentage Scores	Interpretation
Curriculum and Learning Outcomes	2.9	0.04	72.5%	Evident
Content	3.21	0.18	80.35%	Very Evident
Suitability	3.5	0.00	87.5%	Very Evident
Practical Considerations	3.5	0.00	87.5%	Very Evident

Legend: Very Evident 75-100% (3-4)
 Evident 50-74% (2-2.9)
 Somewhat Evident 25-49% (1-1.9)
 Not Evident 0-24% (0-0.9)

Table 3. *Significant Difference between students' scores using self-made pre-test and post-test vocabulary upon the implementation of AnimEd*

Pretest						
Criteria	Mean	SD	t-value	P-value	Critical Value	INTERPRETATION
First Year	4.43	0.62	1.7625	0.0763	2.7764	Not Significant
Second Year	3.96	0.61				
Post test						
Criteria	Mean	SD	t-value	P-value	Critical Value	INTERPRETATION
First Year	7.38	0.33	-0.7314	0.2525	2.7764	Not Significant
Second Year	7.68	0.37				

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Appendix A. Guidelines to the Respondents

Good day! We, Bernadette Espiritu, Juvel Figuracion, Joanna Rose Fulo, Maricel Gabot, and Hary Ann Panggat, from BSED-English 3A are conducting this pre-test and post-test for our study "AnimEd: Enhancing Vocabulary Skills of First-Year and Second-Year English Majors Through Subtitled-Animated Story" AnimEd is an innovative approach designed to enhance the vocabulary skills of first-year and second-year English majors by integrating subtitled-animated stories into language learning. After conducting the pre survey, we analyze how each student performed, some got low, average and high, each score is separated to ensure clarity in computing the percentage. Now as we start our data gathering, students will answer the pre-test, then watch the animated videos that are group made, and lastly answer the post, to see if the animated videos have enhanced their vocabulary.

Reminders:

- Pre-test - Put your REAL NAME as we check each respondent's answer.
- Google search is prohibited; this test will not be graded.
- The data collected will be handled privately and the scores will be distributed if the students ask for their scores.

QUESTIONNAIRE

We highly encourage students from 1st and 2nd year to answer the questionnaire associated with our study AnimEd, a research study exploring how anime influences learning and cultural perspectives. Your involvement will help us understand its educational impact through Pre-survey and self-made tests. Participation is confidential, and we will ensure that the data gathered will be used for further improvement of materials used in education.

Instruction: Kindly indicate your level of agreement with each statement by choosing a number from 1 to 4, where:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree

4 = Strongly Agree

Section 1: Vocabulary Skills Before and After Using AnimEd

1. Before using AnimEd, I struggled to understand new English vocabulary.
2. After using AnimEd, I find it easier to learn and remember new vocabulary words.
3. AnimEd helped me improve my ability to use new vocabulary in speaking and writing.
4. Watching animated videos with English subtitles made learning vocabulary more enjoyable.
5. My overall English vocabulary skills have improved since using AnimEd.

Section 2: Perceived Acceptability of AnimEd as a Learning Tool

2.1 Curriculum and Learning Outcomes

1. The vocabulary I learned through AnimEd matches what is expected in my English courses.
2. AnimEd supports the learning goals set by my English teachers.
3. The lessons using AnimEd are well-organized and easy to follow.
4. AnimEd helps me achieve the vocabulary learning outcomes of my course.
5. The use of AnimEd fits well with my overall English learning plan.

2.2 Content of the Animated Videos

1. The vocabulary used in the animated videos is appropriate for my level.
2. The subtitles accurately show the vocabulary spoken in the videos.
3. The vocabulary in the videos is useful for my daily English communication.
4. The animated stories are interesting and keep me engaged.
5. The vocabulary presented is varied and helps me learn many new words.

2.3 Suitability of AnimEd

1. The difficulty level of the vocabulary in AnimEd matches my English proficiency.
2. The length of the videos is appropriate for my attention span and class time.
3. The subtitles help me understand the vocabulary better than videos without subtitles.
4. AnimEd is a suitable tool for learning English vocabulary in my year level.
5. I feel confident using the vocabulary learned through AnimEd in real-life situations.

2.4 Practical Considerations

1. I have easy access to the materials needed to use AnimEd (e.g., devices, internet).
2. The time spent using AnimEd fits well with my study schedule.
3. I find it easy to use AnimEd without much help from others.
4. I am motivated to use AnimEd both inside and outside the classroom.
5. Using AnimEd makes learning vocabulary more efficient for me.

Section 3: Self-Assessment of Vocabulary Improvement

1. I performed better on vocabulary tests after using AnimEd compared to before.
2. I feel more confident in my vocabulary knowledge after using AnimEd.
3. AnimEd helped me improve my ability to understand new words in context.
4. I am able to recall and use more English vocabulary words since using AnimEd.
5. Using AnimEd has made a positive difference in my vocabulary learning progress.

Appendix 3. Endorsement Letter

March 24, 2025

Dr. Rosemarie D. Sabado
Dean of College of Education
Laguna University
Sta. Cruz, Laguna

Dear Dr. Sabado,

Greetings!

We, the students from BSED-English 3A, are currently conducting a study entitled "Ghibli Vocabulary Enhancement Tool: Improving Vocabulary Learning of Second-Year English Majors Through English-Subtitled Anime." The study generally aims to explore the effectiveness of using English-subtitled anime, particularly Studio Ghibli films, as a tool for vocabulary learning.

It specifically seeks to attain the following objectives: (1) evaluate the vocabulary skills of the second year BSED-ENGLISH students before and after utilizing the tool (2) determine the accuracy of the following areas of evaluation as perceived by the teacher-respondents including: Curriculum and Outcomes-Based Learning and Teaching Plan, Content, Suitability, and Practical Considerations, (3) investigate the significant difference between students' pre-test and post-test, and (4) discern relationship between the effectiveness of the enhancement tool and the results of evaluation tools in assessing vocabulary learning.

In this regard, we humbly request your permission to hold the pre-test and post-test that is needed for our research.

Hoping for a positive response regarding this matter.

Thank you very much!

Respectfully yours,

Bernadette M. Espiritu 

Juvel Figuracion 

Joanna Rose D. Fulo 

Maricel G. Gabot 

Hary Ann L. Panggat 

