

Integrating Animated Videos, Songs, and Games to Enhance Young Learners' Vocabulary Learning in EFL Classrooms: A Descriptive Study in Thai Elementary School

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INTRODUCTION

- **EFL challenges:**

- a. Young learners disengage with traditional methods due to fear of mistakes and limited exposure to English (Brown & Lee, 2015)
- b. Teacher-centered approaches fail to sustain attention in vocabulary learning (Mousavian, 2022; COŞKUN, 2023)

- **Audiovisual tools as a solution:**

- a. Multimodal tools (visuals + sound + interaction) address cognitive diversity
- b. Enhance retention through contextualized, emotionally resonant input (Irmawati, 2020; Yulian, 2022)

LITERATURE REVIEW

- **Previous findings:**

- a. Audiovisual media improves engagement through multi-sensory input (Mayer, 2020; Rahmati et.al., 2021).
- b. Songs boost memorability via rhythmic repetition; games foster collaboration (Kholidiyah & Rofiah, 2019; Budianto et.al, 2022).

- **Research Gap:**

- a. Limited studies on combined media (videos + songs + games) in authentic EFL settings
- b. Unique focus: Thai elementary context with restricted English exposure

RESEARCH QUESTIONS/GOAL

How do animated educational videos, song clips, and audiovisual game-based learning enhance student engagement, comprehension, and interaction in EFL classrooms?

RESEARCH METHOD

- **Design:** descriptive qualitative approach.
- **Participants:** 22 fourth-grade students (9-10 years old), Anuban Chumchon Phukradueng School, Thailand.
- **Data collection:**
 - Structured observations (7 sessions).
 - Interview with five students (mixed proficiency levels).
 - Creswell-based field notes: attention, participation, responsiveness
- **Data analysis:** thematic analysis

RESEARCH RESULTS

TOOL	IMPACT
Animated Videos	Clarified abstract concepts (e.g., emotions, subjects) via relatable visuals
Song Clips	engagement; vocabulary retention through rhythm/gestures (e.g., body parts)
Games	Sustained focus through competition; peer collaboration during quizzes

Challenges:

- a. Internet instability
- b. Need for complementary non-digital activities

DISCUSSION

- **Animated educational videos:** simplified abstract concepts.
- **Song clips:** rhythmic repetition reinforced vocabulary memory.
- **Games:** competitive boosted motivation and peer collaboration.

- **Implications:** multi-tool strategies (video + song + game) brings unique benefits than single-tool approaches. The timing of audiovisual implementation. Future studies should explore longitudinal impacts and hybrid approaches.
- However, several limitations should be acknowledged in this research. Technical constraints, including occasional technical issues, affected the implementation of these tools.

CONCLUSION

In conclusion, this study highlights the pedagogical value of integrating multiple forms of audiovisual media into English language instruction for young learners. By observing how animated videos, musical content, and interactive games shaped classroom participation, the research provides insights into how these tools support vocabulary acquisition, student engagement, and social interaction in a natural learning setting. While the findings are context-specific, they offer relevant considerations for educators seeking to enrich language learning environments, especially in EFL settings where exposure to authentic English use is limited.