



Teachers' Use of Animated Videos in English Language Instruction for Young Learners

^aRaditya Arya Nugraha, ^bDea Safitri, ^cRahmatul Ummah, ^dSiti Saadah, ^eNabhan Syauqi

^{a,b,c,d,e} English Language Teaching Department, Faculty of Education and Teacher Training, Cyber Islamic University Syekh Nurjati Cirebon

^{*}Corresponding author: Cirebon, West Java, Indonesia. E-mail address: radityaaryaa24@gmail.com

article info

Article history:
Received: 18 April 2025
Accepted: 07 June 2025
Available online: 20 June 2025

Keywords:
Animated videos
English language teaching
Multimedia learning
Teacher implementation
Young learners

abstract

The integration of technology into English language teaching has created opportunities to foster more interactive and engaging learning environments for young learners. This study investigates how elementary school teachers integrate animated videos into English language instruction for young learners. A qualitative case study approach was adopted, involving two English teachers at an elementary school in Cirebon, Indonesia. Data were obtained through classroom observations, semi-structured interviews, and document analysis, and were examined using thematic analysis. The findings reveal that animated videos were incorporated through three systematic instructional phases: pre-viewing, while-viewing, and post-viewing activities. Teachers adjusted the use of these videos according to students' grade levels, instructional objectives, and specific classroom conditions. The findings further demonstrate that animated videos can facilitate vocabulary acquisition and enhance students' classroom engagement when supported by appropriate pedagogical strategies. This study contributes practical insights into the effective integration of multimedia resources in English language teaching for young learners. Overall, the effectiveness of animated videos is determined not merely by the technological medium itself but also by teachers' pedagogical guidance, instructional planning, and classroom decision-making. Future studies should investigate the sustained effects of animated video integration on young learners' language development over an extended period.

INTRODUCTION

The integration of technology into English language instruction has revolutionized the educational landscape for young learners. Educators are increasingly adopting digital tools to foster interactive environments that align with the needs of the digital generation. This transition is especially significant for elementary students, who typically engage more effectively with visual and auditory stimuli than with traditional, teacher-centered methods. Because young children possess innate curiosity but limited attention spans, teachers must create dynamic and meaningful learning experiences. Consequently, technology-based media have become indispensable for facilitating effective English language acquisition in modern classrooms. These tools allow for a more student-centered approach that captures the interest of students while supporting their developmental needs. Among various digital learning tools, animated videos have gained increasing attention as one of the instructional media used in English classrooms for young learners. Animated videos combine visual and auditory elements that can help students understand language input more clearly while maintaining their attention during the learning process. As stated by Fiorella and Mayer (2021), multimedia learning becomes more effective when learners receive information through both visual and auditory channels, as

this supports better cognitive processing and comprehension. In the context of English language teaching, animated videos may help students understand vocabulary, pronunciation, and contextual language use in a more engaging way. Beyond academic benefits, the use of animated videos also offers practical value for teachers by providing alternative teaching strategies that can make classroom instruction more dynamic and responsive to students' learning characteristics.

Teaching English to young learners requires teaching approaches that are appropriate for children's developmental characteristics. Unlike adolescent or adult learners, young learners often learn more effectively through activities that are interactive, visually stimulating, and emotionally engaging. Their learning process is strongly influenced by curiosity, imagination, and direct experiences in the classroom (Cameron, 2001). Because of this, teachers need instructional strategies that can maintain students' attention while also helping them understand language concepts in meaningful ways. One instructional medium that has been increasingly used to support this need is animated video, as it presents language content in a more concrete and engaging format, which aligns with the learning preferences of young learners (Nunan, 2011). Several previous studies have reported the positive effects of animated videos in language learning contexts. Komang et al. (2021) found that animated videos increased students' motivation and classroom participation in English learning activities, particularly because the visual and audio elements helped students stay engaged throughout the lesson. Similarly, Mia Aisyah Rahma et al. (2024) reported that interactive video-based learning significantly improved students' enthusiasm and learning engagement in early education settings. Other studies have also shown that animated videos can support vocabulary learning by making language input more contextual and easier for students to understand. These findings suggest that multimedia-based instruction has strong potential to support English learning for young learners in classroom settings.

Multimedia learning theory, which describes how students process information through both visual and auditory channels, is strongly tied to the use of animated videos from a theoretical standpoint. According to Fiorella and Mayer (2021), when multimedia products are properly constructed, integrating words, visuals, music, and movement can enhance comprehension. This indicates that when language input is accompanied by relevant images and auditory clues, pupils can comprehend vocabulary, pronunciation, and contextual communication more effectively. However, how well teachers incorporate technology into their lessons to assist students' active learning experiences is just as important to the success of multimedia learning as the technology itself. There are still a number of significant gaps in the growing amount of research on animated videos in language learning. The majority of earlier research has mostly concentrated on gauging students' learning outcomes, such as increased vocabulary, motivation, or overall classroom participation. Although these findings are useful, they frequently focus more on quantitative outcomes than on how animated movies are actually used in actual classroom settings. In reality, the way teachers choose, modify, and incorporate instructional media into their lessons affects its efficacy in addition to the media itself (Akram et al., 2022). Thus, comprehending the implementation process from the viewpoint of the teacher continues to be a crucial field of study (Bui, 2022).

This issue is also relevant to broader discussions in English language teaching, where teachers' instructional decisions significantly influence classroom learning experiences. For example, Achadiyah (2024), published in *Wiralodra English Journal (WEJ)*, highlights those challenges in English learning are often shaped not only by students' abilities but also by instructional strategies and classroom practices. This suggests that examining classroom implementation is essential when evaluating the effectiveness of teaching approaches. In the

context of animated videos, the same principle applies, as multimedia tools may produce different learning experiences depending on how teachers manage and apply them during instruction. The capacity to concentrate on the efficacy of digital media without carefully analyzing the teaching process itself is another drawback of earlier research. Animated videos are sometimes regarded as intrinsically helpful educational resources, while potential classroom issues like student distraction, comprehension gaps, or the need for teacher supervision during video-based learning activities receive less emphasis. Because of this, little is known about how animated videos serve as educational tools as opposed to only being technology resources. Based on these gaps, this study focuses on the classroom implementation of animated videos in teaching English to young learners at the elementary school level. Specifically, this study aims to explore how teachers implement animated videos during English language instruction, including how they integrate video-based learning activities into classroom practice. By focusing on two English teachers in an elementary school context in Cirebon, Indonesia, this study contributes practical insights into technology-supported English teaching for young learners and expands existing discussions on multimedia learning implementation in real classroom settings.

METHOD

This study employed a qualitative case study design to explore how teachers implement animated videos in teaching English to young learners at the elementary school level. A qualitative approach was considered appropriate because this study aimed to gain an in-depth understanding of teachers' classroom practices, instructional strategies, and experiences in using animated videos rather than measuring learning outcomes quantitatively. According to Creswell (2014), qualitative research is suitable for exploring participants' perspectives and understanding social phenomena in their natural contexts. A case study design was selected because it allows researchers to investigate a specific educational phenomenon within a real classroom setting in depth.

Research was conducted at an elementary school in Cirebon, Indonesia, where animated videos are used in English language instruction. The study participants consisted of two English teachers who had firsthand experience in incorporating animated videos into their classroom teaching. Participants were selected using purposive sampling because this study specifically required teachers with experience relevant to the teaching practices under investigation. Purposive sampling is appropriate for qualitative research when participants are deliberately selected based on their relevance and ability to provide rich information related to the research focus (Fraenkel et al., 2022). The unit of analysis in this study is the teachers' classroom teaching practices and strategies in implementing animated videos during English language learning activities.

Data were collected using three methods: classroom observation, semi-structured interviews, and document analysis to gain a comprehensive understanding of how animated videos were implemented in English language teaching. The use of multiple data collection methods also facilitated data triangulation, which helped strengthen the credibility and reliability of the findings (Creswell, 2014).

Classroom observation was conducted to directly examine how animated videos were implemented during English learning activities in the classroom. Through observation, the researcher focused on teachers' instructional strategies, classroom interactions, and students' responses during video-based learning activities. Observation is considered an appropriate method in qualitative research because it allows researchers to study participants' behaviors and activities in their natural settings (Creswell, 2014). In this study, the researcher acted as a

non-participant observer, meaning the researcher did not actively engage in classroom teaching activities but observed and recorded classroom events using field notes.

Semi-structured interviews were conducted with the two participating teachers to gain deeper insights into their instructional experiences, teaching decisions, and strategies in implementing animated videos in English language instruction. Semi-structured interviews were selected because they provide flexibility for participants to express their experiences openly while still allowing the researcher to maintain focus on the research objectives (Kallio et al., 2016). This method also enabled the researcher to ask follow-up questions to clarify participants' responses and obtain richer qualitative data.

Document analysis was used as a supporting data collection technique to strengthen the findings obtained from observations and interviews. The analyzed documents included lesson plans and teaching materials related to the use of animated videos in classroom instruction. Document analysis is useful in qualitative research because it provides additional contextual information and helps researchers verify findings from other data sources (Bowen, 2009). The integration of these three data collection techniques allowed the researcher to gain a more comprehensive understanding of teachers' implementation of animated videos in English teaching for young learners. The collected data were analyzed using thematic analysis, as proposed by Braun and Clarke (2006), because this method is suitable for identifying, organizing, and interpreting meaningful patterns in qualitative data. Thematic analysis was deemed appropriate for this study because the study aimed to explore teachers' implementation practices and learning strategies in using animated videos, rather than to measure numerical outcomes.

The analysis began with data familiarization, during which the researcher carefully reviewed all collected data, including classroom observation notes, interview transcripts, and teaching documents. At this stage, interview recordings were transcribed into written form to ensure accurate documentation of participants' responses. Repeated reading of the data allowed the researcher to become thoroughly familiar with the content and begin identifying initial themes related to classroom implementation practices. The second stage involved generating initial codes, in which meaningful statements and relevant information from the data were systematically labeled according to recurring concepts. For example, data related to teachers' explanations before showing videos were coded as pre-viewing instruction, while classroom interactions during video playback were coded as teacher guidance or student engagement. Coding helped organize large amounts of qualitative data into manageable analytical units.

The next stage focused on searching for categories and themes by grouping similar codes into broader conceptual categories. Codes related to instructional preparation, classroom implementation, and follow-up learning activities were grouped together to identify larger implementation patterns. Through this process, broader themes emerged that reflected how teachers integrated animated videos into classroom instruction. After the initial themes were developed, the researcher conducted theme review and refinement to ensure that the identified themes accurately represented the collected data and aligned with the research objective. This involved comparing the themes against the original observation notes, interview transcripts, and supporting documents to maintain analytical consistency and validity.

Finally, the researcher carried out interpretation of findings, where the identified themes were analyzed in relation to the research objective and relevant theoretical perspectives, particularly multimedia learning theory and classroom instructional practices. To enhance the credibility of the analysis, data triangulation was applied by comparing findings from classroom observations, interviews, and document analysis, ensuring that the interpretations were supported by multiple data sources (Creswell, 2014).

FINDINGS AND DISCUSSION

Finding

This section presents findings regarding how teachers implement animated videos in English teaching for young learners. Based on thematic analysis of classroom observations, interviews, and document analysis, several implementation patterns emerged, including instructional planning, learner adaptation, pre-viewing strategies, classroom mediation, and follow-up activities. These findings demonstrate that animated videos are implemented as part of structured pedagogical practices rather than merely as supplementary teaching media.

Implementation of Animated Videos in Teaching English to Young Learners

The findings revealed that the implementation of animated videos in English language teaching provided several instructional advantages for young learners. This section presents findings regarding how teachers implement animated videos in English teaching for young learners. Based on thematic analysis, findings reveal structured implementation practices including instructional planning, learner adaptation, pre-viewing strategies, classroom mediation, and follow-up activities. Another important advantage was increased student engagement during classroom learning activities. Observation findings showed that students paid closer attention during lessons involving animated videos compared to conventional classroom instruction. Teachers reported that colorful visual elements, movement, and audio stimulation attracted students' interest and encouraged active classroom participation.

The implementation of animated videos also positively influenced students' learning motivation during English language instruction. Based on the interview findings, teachers explained that students became noticeably more enthusiastic and interested when English lessons involved video-based learning activities compared to conventional teaching methods. The use of colorful visual elements, sound effects, animation, and engaging storylines appeared to capture students' attention more effectively, creating a learning environment that felt more enjoyable and stimulating.

Observation data also showed that students were more willing to participate actively in classroom activities such as vocabulary repetition, pronunciation drills, answering teacher questions, and participating in classroom discussions after watching the videos. This increased enthusiasm suggests that animated videos helped reduce boredom often associated with traditional teacher-centered instruction and encouraged a more positive attitude toward learning English. Therefore, animated videos contributed not only to maintaining students' attention but also to fostering stronger motivation and active participation in the classroom learning process. Furthermore, animated videos supported pronunciation practice. Since the videos provided audio models of English words and expressions, students had opportunities to listen to correct pronunciation and imitate it directly. Teachers frequently used repetition activities after video playback, allowing students to practice speaking English in a guided way.

Another advantage identified was the promotion of interactive classroom learning. Rather than functioning only as passive instructional media, animated videos created opportunities for two-way interaction between teachers and students. Teachers paused videos, asked questions, and involved students in follow-up activities such as quizzes and vocabulary recall exercises. This made classroom learning more dynamic and participatory. Finally, animated videos

provided contextual language exposure for students, which became one of the important instructional advantages in English language learning for young learners. Unlike traditional vocabulary teaching that often introduces words in isolation through memorization or textbook-based explanation, animated videos allowed students to encounter English words, phrases, and simple expressions within meaningful visual and situational contexts. Through animated characters, actions, dialogues, and storytelling, students were able to observe how language is naturally used in specific communicative situations. This contextual presentation helped students connect vocabulary meaning with visual representation, making language input easier to interpret and more memorable. Observation findings also indicated that students were able to respond more effectively to classroom questions when vocabulary was presented through contextual video scenes, suggesting stronger comprehension of the material. The combination of visual context and audio input also supported students in understanding pronunciation, meaning, and usage simultaneously, which is particularly beneficial for young learners who rely heavily on concrete and visual learning experiences.

Overall, the findings suggest that animated videos offer multiple pedagogical advantages in teaching English to young learners. The implementation of animated videos not only supported students' vocabulary comprehension but also enhanced their learning motivation, classroom engagement, pronunciation practice, and participation in interactive learning activities. Furthermore, the use of contextual visual and auditory input created more meaningful learning experiences that aligned with the developmental characteristics of young learners, who generally respond better to engaging, interactive, and visually stimulating instructional materials. These findings indicate that animated videos function not merely as technological teaching aids, but as effective multimedia instructional tools that can facilitate more dynamic, enjoyable, and meaningful English language learning experiences in elementary school classrooms.

Table 1. The Advantages of Using Animated Videos in Teaching English to Young Learners

Raw Data	Source	Initial Code	Category	Theme
"I adjust the animated videos to the learning material being taught."	T1	material adaptation	Instructional planning	Implementation of Animated Videos
"I can also create the animated videos myself."	T1	teacher-created media	Media preparation	Implementation of Animated Videos
"I mostly use the animated videos in the main activity."	T1	main learning stage	Lesson implementation	Implementation of Animated Videos
"At the beginning, I connect the material with the students' experiences."	T1	activating prior knowledge	Pre-viewing strategy	Implementation of Animated Videos
"I ask the students to write down five words they remember."	T1	post-viewing task	Follow-up activity	Implementation of Animated Videos

“Then they ask me, and we learn together.”	T1	teacher guidance	Classroom mediation	Implementation of Animated Videos
“I usually adjust the videos to the topic being taught.”	T2	topic adaptation	Instructional planning	Implementation of Animated Videos
“For younger students, I use colorful animated videos.”	T2	student-level adjustment	Learner adaptation	Implementation of Animated Videos
“For older students, I use more realistic videos.”	T2	differentiated media selection	Learner adaptation	Implementation of Animated Videos
“I usually use the videos in the main learning activity.”	T2	main learning stage	Lesson implementation	Implementation of Animated Videos
“First, I explain the topic of the lesson.”	T2	pre-viewing instruction	Teaching process	Implementation of Animated Videos
“After that, I show the video.”	T2	sequenced implementation	Teaching process	Implementation of Animated Videos

Based on the results of a thematic analysis of interview and observation data, it was found that the use of animated videos in English language learning in elementary schools encompasses three main themes: Implementation of Animated Videos, Interactive Learning, and Animated Videos for Young Learners (EYL). Regarding implementation, animated videos are used in a planned manner by adapting the content to the students’ level and are integrated into core learning activities through pre-viewing, during-viewing, and post-viewing stages. Additionally, teachers not only utilize existing videos but also create their own to support learning, particularly in vocabulary acquisition. Furthermore, regarding the interactive aspect, animated videos have proven effective in enhancing participation, motivation, and interaction between teachers and students through activities such as repetition, question-and-answer sessions, and quizzes. However, not all students demonstrate the same level of engagement, necessitating guidance from the teacher. Regarding the EYL aspect, the use of animated videos aligns with the characteristics of elementary school students, but adjustments are still needed due to differences in students’ abilities, attention spans, and behaviour. Overall, animated videos serve not only as a learning medium but also as an effective pedagogical strategy, with the teacher’s role being a key factor in their successful implementation.

Discussion

Based on the research findings, the use of animated videos in English language instruction is carried out through structured teaching stages, not randomly. Teachers integrate animated videos during the main teaching phase to present learning materials and sometimes during the closing phase to maintain student engagement. This indicates that animated videos are used as part of a planned pedagogical strategy, not merely as a supplementary medium. These findings align with the Multimedia Learning Theory proposed by Mayer and further developed by

Fiorella and Mayer (2021), which emphasizes that learning becomes more effective when information is presented through a combination of meaningful visual and verbal elements. These findings also align with Yükselir and Kömür (2017), who found that video-based learning supports language instruction when integrated into structured classroom activities. Furthermore, the findings indicate that the successful implementation of animated videos heavily depends on the teacher's active role. Teachers provide explanations before the video is played, guide students during the video by pausing and clarifying content, and conduct follow-up activities such as Q&A sessions and vocabulary reviews. These findings support Vygotsky's Constructivist Learning Theory (1978), particularly the concept of scaffolding, which explains that learners achieve better understanding when supported by more educated.

In addition, the use of animated videos combined with interactive learning activities indicates that students are not merely passive recipients of information but are also actively engaged in processing the material. This finding can also be explained through the Dual Coding Theory proposed by Clark & Paivio (1991), which states that the combination of visual and verbal information supports stronger understanding and memory retention. Similar findings were reported by Akram et al. (2022), who found that technology-supported interactive learning environments can increase student participation and engagement. Overall, these findings suggest that the effectiveness of animated videos in English language learning depends not only on the medium itself but also on how teachers integrate it into meaningful learning activities. These findings reinforce previous studies on multimedia learning while highlighting that teacher guidance remains crucial in transforming animated videos into effective learning tools for young learners.

CONCLUSION

This study explored how teachers implement animated videos in teaching English to young learners. The findings show that teachers apply animated videos through structured instructional stages, adapt materials to students' characteristics, and actively mediate classroom interaction to support learning. These findings suggest that animated videos can function as effective multimedia instructional tools when meaningfully integrated into classroom teaching practices. The effectiveness of animated videos depends not only on the multimedia features themselves but also on how teachers implement them according to students' learning needs and classroom objectives.

However, this study has several limitations. Since the research involved only two English teachers from one elementary school, the findings reflect a specific classroom context and cannot be generalized to broader educational settings. In addition, this study focused only on the implementation practices. The analysis begins with animated videos and did not examine long-term learning outcomes or compare animated videos with other instructional media. Based on the findings of this study, English teachers are encouraged to consider animated videos as alternative instructional media for teaching young learners, particularly in supporting vocabulary comprehension, pronunciation practice, and classroom engagement. Since young learners tend to respond positively to visual, auditory, and interactive learning experiences, animated videos may help create more engaging and meaningful English learning environments. However, teachers should carefully select animated videos that align with students' language proficiency levels, learning objectives, and developmental characteristics. In addition, the effectiveness of animated videos depends not only on the media itself but also on how teachers integrate them into classroom instruction through active guidance, discussion, and follow-up learning activities.

Schools are encouraged to provide stronger institutional support for the implementation of multimedia-based learning in English language instruction. This support may include the provision of adequate technological facilities such as projectors, audio systems, internet access, and other classroom resources that enable teachers to use animated videos effectively. Schools may also support teachers through training or professional development opportunities related to technology integration in classroom teaching. With sufficient institutional support, teachers may be better prepared to implement innovative instructional strategies that create more interactive and student-centered learning environments.

Future researchers are recommended to conduct similar studies involving a larger number of participants and broader educational contexts in order to provide more comprehensive insights into the implementation of animated videos in English language teaching. Since this study was limited to a small-scale elementary school context, further research in different educational settings may offer broader perspectives and comparative findings. Future studies may also examine the long-term effects of animated videos on specific English language skills such as vocabulary retention, pronunciation development, listening comprehension, or speaking performance. Additionally, comparative research involving other multimedia instructional tools may contribute to a deeper understanding of effective technology integration in English language learning for young learners.

ACKNOWLEDGEMENTS

Acknowledgements should be made only to those who have made a substantial contribution to the study. Authors are responsible for obtaining written permission from people acknowledged by name in case readers infer their endorsement of data and conclusions.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

The use of generative AI tools (e.g., ChatGPT) or other AI-supported technologies in the preparation of this manuscript must be disclosed by the authors. For instance, during the development of this work, DeepL (version 24.4.3) was employed to enhance linguistic accuracy and readability. All AI-assisted output was subsequently reviewed and revised by the authors, who assume full responsibility for the final content of the publication.

REFERENCES

- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Fiorella, L., & Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge: Cambridge University Press.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2022). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Mayer, R. E. (2014). Cognitive theory of multimedia learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (2nd ed., pp. 43–71). Cambridge: Cambridge University Press.
- Nunan, D. (2011). *Teaching English to young learners*. Anaheim, CA: Anaheim University Press.

- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. London: SAGE Publications.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Journal Articles
- Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' perceptions of technology integration in teaching-learning practices: A systematic review. *Frontiers in Psychology*, 13, 920317. <https://doi.org/10.3389/fpsyg.2022.920317>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bui, T. H. (2022). English teachers' integration of digital technologies in the classroom. In *International Journal of Educational Research Open* (Vol. 3). Elsevier Ltd. <https://doi.org/10.1016/j.ijedro.2022.100204>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72–81. <https://doi.org/10.5539/elt.v11n2p72>
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
- Kabooha, R. H. (2016). Using movies in EFL classrooms: A study conducted at the English language institute (ELI), King Abdulaziz University. *English Language Teaching*, 9(3), 248–257. <https://doi.org/10.5539/elt.v9n3p248>
- Komang, N., Laksmi, P., Kadek, I., Yasa, A., Ayu, K., & Mirayani, M. (2021). The Use of Animation Video as Learning Media for Young Learner to Improve Efl Students' Motivation in Learning English. <https://pdfs.semanticscholar.org/b539/0daf18a6daf6d95e55080e892a61827eabed.pdf>
- Pujiani, T., & Harsiwi, W. (2022). The use of animation video as online learning media to teach English for young learners. *Acitya: Journal of Teaching and Education*, 4(2), 318–328.
- Paivio, A. (1991). Dual coding theory: Retrospect and current status. *Canadian Journal of Psychology*, 45(3), 255–287. <https://doi.org/10.1037/h0084295>
- Muftah, M. (2023). Implementing animated videos to enhance vocabulary comprehension among early childhood EFL learners. *MEXTESOL Journal*, 47(4).
- Mia Aisyah Rahma, Triyo Supriyatno, & Abd. Gafur. (2024). Revolution in Learning Moral Beliefs: Development of Interactive Video Media to Improve Student Motivation and Learning Outcomes. *Educazione: Journal of Education and Learning*, 2(1), 25–37. <https://doi.org/10.61987/educazione.v2i1.545>
- Yükselir, C., & Kömür, Ş. (2017). Using online videos to improve speaking abilities of EFL learners. *European Journal of English Language Teaching*, 2(5), 255–266. <https://doi.org/10.5281/zenodo.495740>