



El anime como herramienta para mejorar la adquisición de vocabulario

Anime as a tool to enhance vocabulary acquisition

O anime como ferramenta para melhorar a aquisição de vocabulário

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Resumen

El aprendizaje de una lengua extranjera es un proceso compuesto por diferentes elementos lingüísticos, siendo el vocabulario uno de los elementos esenciales para su dominio. Enseñar vocabulario puede ser una tarea ardua si no se utiliza un método adecuado. Hoy en día, existe un recurso que puede facilitar su adquisición conocido como anime, un estilo de animación proveniente de Japón que ahora es mundialmente conocido por sus impactantes visuales, historias controvertidas y narrativas atrapantes. Esta investigación tiene como objetivo explorar el anime y su potencial para ser empleado como herramienta para mejorar la adquisición de vocabulario. Para ello, se analizarán las experiencias de estudiantes que han tenido contacto con el anime y se presentará cómo afecta este a su aprendizaje de vocabulario.

Palabras clave: Anime; aprendizaje; vocabulario; visual; contexto.

Abstract

Learning a foreign language is a process composed of different linguistic elements, vocabulary being one of the essential elements for its mastery. Teaching vocabulary can be an arduous task if an adequate method is not used. Today, there is a resource that can facilitate its acquisition known as anime, a style of animation from Japan that is now known worldwide for its stunning visuals, controversial stories and engaging narratives. This research aims to explore anime and its potential to be employed as a tool to enhance vocabulary acquisition. To this end, the experiences of students who have had contact with anime will be analyzed and how it affects their vocabulary learning will be presented.

Keywords: Anime; learning; vocabulary; visual; context.

Resumo

A aprendizagem de uma língua estrangeira é um processo composto por diferentes elementos lingüísticos, sendo o vocabulário um dos elementos essenciais para o seu domínio. Ensinar vocabulário pode ser uma tarefa árdua se não for utilizado um método adequado. Hoje, existe um recurso que pode facilitar a sua aquisição, conhecido como anime, um estilo de animação do Japão que hoje é conhecido mundialmente pelos seus visuais impressionantes, histórias polémicas e narrativas envolventes. Esta pesquisa tem como objetivo explorar o anime e o seu potencial para ser empregado como uma ferramenta para melhorar a aquisição de vocabulário. Para tal, serão

analizadas as experiências de alunos que tiveram contacto com anime e será apresentado como isso afeta a aprendizagem do vocabulário.

Palavras-chave: Anime; aprendizagem; vocabulário; visual; conteúdo.

Introduction

Language learning is one of the branches of education that has undergone important changes in recent decades thanks to the incorporation of new strategies, methodologies and resources aimed at improving it. Many of the resources available for language teaching today are available in digital formats, including movies, music, podcasts, and among them we have one in particular that in recent years has been growing in popularity among children, youth and adults, this is known as anime, Haran (2022) said that “the name "Anime" does not represent anything exceptional; it simply refers to animation from Japan”. A product originating in the country of the rising sun, Japan, that has managed to cross geographical borders and become a global phenomenon with a large number of fans. Beyond being a form of entertainment, this product has shown potential to become an important educational resource that can help improve vocabulary acquisition.

Professionals dedicated to teaching a foreign language seek to innovate the way they teach and make students more active in the classroom Zhao & Watterson (2021) agreed that there is a growing demand for students to take a more active role in their schooling. This cannot be achieved easily with traditional, teacher-centered methods that do not allow students to perform adequately in the classroom according to Alam (2013) The traditional teacher-student interaction showed a narrative nature. This interaction during classes implied that the teacher acted as the narrator, while the students were merely passive listeners. For this reason, anime is an attractive option for energizing the classroom through an audiovisual format with a wide variety of content that is not limited to a single genre or type of narrative. By adapting the series to the classroom objectives, an immersive language experience can be achieved, as students will be exposed to the use of the language in different contexts, expressions and even a different cultural approach.

Anime is considered a great source of entertainment and in education, if used well, can help expand students' vocabulary. Through anime, students can learn from everyday vocabulary to complex vocabulary used in a specific area of science. Anime, being an audiovisual resource, allows students to learn through context by seeing the gestures, signs and situations experienced by the

characters. This will help students to better retain vocabulary and, due to its nature, they will be able to improve other skills such as listening, comprehension and even oral expression.

Through this research it is intended to show anime as a viable and valuable educational resource that can be applied to develop students' competencies and that is not a mere source of entertainment without important applications. Taking all these aspects into account, the present article aims to explore the effectiveness of anime as a tool for improving vocabulary acquisition.

What is vocabulary?

Vocabulary is one of the fundamental elements of language and communication. Its importance lies in the fact that this term encompasses words, phrases and sentences used by the speakers of a language. Vocabulary refers to “all the words used by a particular person, or all the words that exist in a particular language or subject” (Cambridge Dictionary, n.d.). Vocabulary enables people to express themselves effectively the more vocabulary they possess the greater their ability to externalize their ideas and thoughts otherwise it will be difficult for them to convey something in the words of Pateşan et al. (2019) “You cannot communicate well if your vocabulary is limited”. Although it is an element involved in the formation of effective communication, it should not be pigeonholed, as vocabulary contributes to the development of other skills such as reading comprehension, writing and language proficiency in general.

Vocabulary is important for communication and language development. Vocabulary learning can be a complicated task for some students, but vocabulary is essential to learn a language and its importance to improve communication skills is undeniable (Hestiana and Anita 2022). Vocabulary helps to express ideas and to understand other people and contributes to improve the different skills related to interaction through language. The more vocabulary a person acquires, the easier it is to interact with other individuals and contexts.

The importance of vocabulary in language acquisition

Language is the tool that allows us to transmit our ideas and thoughts. Communication is a basic aspect of the human being, so acquiring a second language can be considered a necessity to be satisfied in the contemporary world, among the various elements that make up the language, vocabulary is one of those that plays an important role, especially when it comes to language teaching and learning, according to Pateşan et al. (2019) vocabulary should be recognized as a central element in language teaching. Vocabulary not only encompasses the knowledge of words but is the base element that leads to the formation of more complex structures that will allow

communication as stated by Pateşan et al. (2019) communication does not consist of random words, but of meaningfully structured phrases, sentences and idioms used by the speakers of a language. The vocabulary of a language is made up of various terms that are used to interact with others, convey emotions, ideas, opinions and criticisms (Hestiana and Anita, 2022). A person who possesses an adequate vocabulary will be able to interact and convey a message effectively, on the contrary, if he/she does not possess a decent vocabulary, he/she will be able to convey little or nothing. In the view of Chiew and Ismail (2021) Insufficient knowledge of vocabulary can contribute to students' dismal failure in practical understanding and use of the language. This is reaffirmed with what was mentioned by Pateşan et al. (2019) several studies have been conducted on vocabulary acquisition, and the professionals in charge of these studies have concluded that an abundant vocabulary allows you to achieve proficiency in the foreign language; on the contrary, if your vocabulary is deficient, your form of communication will be very poor.

So far it is easy to see the importance of vocabulary in the acquisition of a second language; however, in certain educational contexts, priority is still given to another element of the language, grammar, it helps to understand how a language works and to maintain order in it, but expressing an idea or an opinion is mostly related to the repertoire of words a learner knows and without this it is not possible to communicate. In fact Wilkins (1974) states that “without grammar you can convey very little without vocabulary you can convey nothing” another professional who shares this idea is Schmitt, who mentions that it must be understood that grammar is a set of rules that are determined and limited by each language, on the contrary, vocabulary is an almost unlimited source of knowledge, it is unlikely that a person will exhaust all the words he or she can learn (Schmitt, 2020). In other words, grammar is a set of rules that has a limit when it is taught, while vocabulary is that element that a person can expand for years without reaching an end.

In the educational context, a learner with a rich vocabulary has a significant advantage and will be better prepared to deal with the different materials and situations related to foreign language interaction, as claimed by Khalilova (2023) stronger vocabulary skills in students increase their chances of success in academics. In the opposite case, students who do not adopt the habit of improving their vocabulary could find themselves in trouble when trying to use a second language and not have the desired fluency as pointed out by Chiew and Ismail (2021) the acquisition and mastery of vocabulary in various territories is considered a fundamental basis for achieving proficiency in a second language; incorrect knowledge and mastery of vocabulary will lead to

complications for the learner during his or her interaction with the foreign language. The constant interaction of the student with the vocabulary will also facilitate the development of fluency in all English skills, both receptive and productive, the more vocabulary learned, the better a student will perform in both receptive and productive English skills (Simamora and Oktaviani, 2020) this idea is also shared by Aminatun and Oktaviani (2019) “By increasing vocabulary, learners' ability to better comprehend in listening, speaking, reading, and writing is likely to increase.”

Using the vocabulary in the four English skills goes beyond just knowing the words but being able to understand them and use them during a real time conversation. If not used properly, the conversation will become tiring and not very fluent (Schmitt, 2019). Those who possess an adequate lexicon can maintain more fluent and natural interactions in real contexts, as they are able to interpret the vocabulary they receive and produce appropriate responses because they not only repeat the words, but also understand them. This reality is totally different for those individuals who have not focused on vocabulary acquisition, with little or no vocabulary repertoire, the learner's decoding and comprehension skills will be unfavorable, and he/she will not be able to interact with the language fluently (Chiew & Ismail 2021).

Vocabulary is a fundamental element of learning language and has an important impact on communication, so its role in the academic environment during the teaching and learning process is indispensable. Vocabulary should be one of the topics that should be given the highest priority in the classroom, as its teaching will enable learners to develop unparalleled fluency in the use of English skills and thus enable effective communication.

What is anime?

The term anime is derived from the English word animation, animation refers to “the technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the movie is shown as a sequence” (Oxford Dictionary, n.d.). Anime is the Japanese animation style, or any animation influenced by that style. In its country-of-origin Japan this word refers to all the cartoons that are broadcast within this nation, however outside of this it refers exclusively to animations of Japanese origin, this style is famous for the combination of vivid and attractive graphics, endearing characters, and captivating themes that are not limited to a single genre within the anime we find romance, supernatural, science fiction, etc. If we talk about anime, it should be clear that although all anime are cartoons, not all cartoons are anime. (Nashville Film Institute, what is Anime? [NFI], 2022).

Anime captivates the attention of fans because of its artistic peculiarity and the narrative that this type of series possesses. Unlike Western cartoons that focus on appealing to children and youths, anime appeals to a broader group of people due to the wide variety of genres represented through its stories, as Steele (2022) pointed out in many nations around the world the term anime is used to refer to a visual style of animation originating in Japan. A common mistake when talking about anime is that it is usually encompassed in a single genre, which is wrong, anime consists of diverse arts, characters and narratives that can be enjoyed by a diverse audience of children, youth and adults.

This media is characterized by the visual uniqueness of its characters, which includes exaggerated facial expressions, large eyes, and detailed backgrounds. In anime it is very common to exaggerate certain physical features, especially the eyes, which are usually huge. This is done so that animators can make it easier for the characters to convey emotions (Steele, 2022). The eyes are extremely important in this type of animation because through them feelings are transmitted with greater intensity, this is based on the belief that the eyes are the window to the soul (Tufts University, 2019). Another fundamental characteristic for which anime is so popular is due to the way in which its characters are written in the vast world of anime we can find heroes, villains and anti-heroes who seek to defend their ideals whether they are correct or not from the moral opinion of each person this makes many viewers feel attracted and identified with certain characters this makes many viewers feel attracted to and identify with certain characters, marking a difference with Western productions, in the view of Gong and Li (2021) anime differs from traditional movies and animations in the way it captures the personalities of its characters and how they develop their inner world. The work of these visual and narrative elements allows the creation of stories that appeal to the sensibility of the viewers, as explained by McCarthy (2020) the visual section of Japanese anime aims to evoke the feelings of the viewers, thus making anime a powerful storytelling medium".

Origin and history of anime

Animation in Japan has been around since the creation of manga films known as “manga eiga” dating back to 1910 (Steele 2022), several researchers have discussed the possible origin of anime, some consider that it started thanks to what they call the 'fathers of anime' some of these authors are Shimokawa Ōtaen (sometimes Shimokawa Hekoten; 1892-1973), Kitayama Seitarō (1888-1945) and Kōuchi Jun'ichi (sometimes Kōuchi Sumikazu; 1886-1970) (Litten, 2013). The first

example of what today could be considered anime dates to 1917, a 4-minute short called Nakamura Gatana, which was strongly influenced by Western animation (NFI, 2022).

Figure 1: Nakamura Gatana (1917)



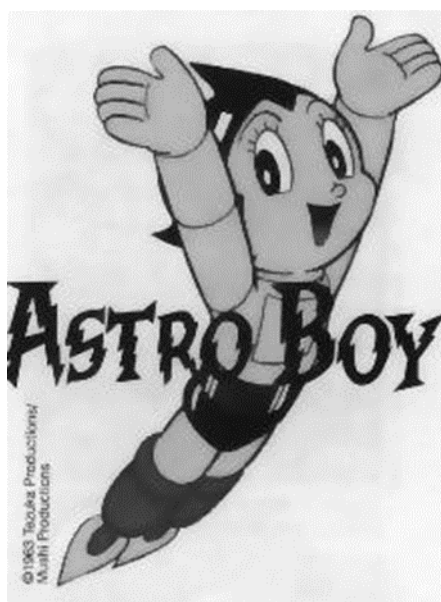
Source. *Wikipedia.com*

Astro boy (1963) is considered the anime that marked a before and after in the world for its visual and aesthetic innovation. The creator of this series is the author Osamu Tezuka (1928-89), nicknamed "the Godfather of Manga" in 1953 he created a manga called Astro boy. By 1963, his passion for animation led him to adapt the manga into a TV animated series. This animated show became in a very short time a resounding and undeniable success, its author to keep the cost of production low and produce a greater number of episodes developed limited animation techniques, a type of animation that prioritizes voice and sound and shows fewer frames during the broadcast. As time went by, this series gained popularity, which contributed to create a fan base around it (Pham, 2021).

The great acceptance achieved by Astro Boy (1963) and the technique used for its production was the reason why several animation studios throughout Japan to seek to create their own successful product, which led to the creation of great series (Steele, 2022). The bases of narrative and animation techniques for the future generations of anime surge thanks to Astro boy. In the following years, different series such as Speed Racer (1966), Mazinger Z (1972), Mobile Suit

Gundam (1979) and Dragon ball (1986) emerged, which would set the tone for anime as one of the entertainment media worldwide, in the words of Clements (2023) the success of these series prepared the way for anime to expand worldwide, becoming a cultural product that continues to impact in our contemporary society.

Figure 2: Astro boy (1963)



Note. Astro boy (1963) Takazuka productions.

One of the people who undoubtedly has marked a milestone in the history of anime is Hayao Miyazaki, animated film director, animator, illustrator, businessman and entrepreneur. As described by Gong and Li (2021) “Hayao Miyazaki represents the pinnacle of Japanese animation and commerce, and he is known as the god of animation, a national treasure, a poet of animation, and a national film author”.

This man is one of the founders of Studio Ghibli, considered one of the best animation studios of today, a studio that produced and continues to produce great cinematic successes using Japanese animation. Miyazaki is influenced by both contemporary and traditional Japanese culture, drawing inspiration from different themes and sources that allow him to tell stories with which the viewer can empathize. Thanks to the very successful themes that he shows in his works, he has managed to transcend and make a name for himself internationally in the world of animation. This animation genius represents Japanese culture in a good way, which is strongly influenced by Shinto and

bushido, these thoughts are usually represented in some of his films. Since 1980, Hayao Miyazaki's productions have been considered a national and cultural symbol of Japan that manages to blend certain exotic features in an exceptional way (Gong and Li 2021).

Figure 3: Hayao Miyazaki (2019)



Source. Wikipedia.com

Among Miyazaki and Studio Ghibli's vast catalog of works are two of the most famous anime films to date, the first "Spirited away" which in 2002 won the Golden Bear at the Berlin International Film Festival and in 2003 won the academy award for best animated film and recently his new film "The Boy and the Heron" won the academy award for best animated film again in 2023 to critical acclaim. These films and many more denote how anime is considered an art form even in the most important international film festivals.

Anime is a type of animation of Japanese origin that has spread all over the world and has gained many followers. This type of series is not pigeonholed into a single genre, but can be enjoyed by a diverse audience, from the youngest to the old, thanks to its wide variety of stories and complex narratives. Today it is a global entertainment medium and is recognized even in the most important media and festivals in the world of cinema. Today it continues to innovate and can continue to be so for years, breaking cultural and geographical barriers to reach more viewers.

Anime as an educational tool

Education, like many other areas of study, has undergone significant changes; however, traditional strategies that bore, demotivate and discourage students to learn are still being used in classrooms, so it is the duty of teachers to look for better teaching tools. Faced with these obsolete methodologies, the incorporation of multimedia elements has emerged as a viable option due to its potential to be applied in the educational environment. Among all of them, one of the unusual resources that has attracted the attention of education professionals as a tool for teaching and learning English is Japanese animation, commonly known as anime (Uy et al, 2023). Anime can enhance students' learning experience and facilitate content acquisition. According to Corpuz (2020), the use of multimedia resources such as anime has advantages. First, it allows students to experience the information they are being taught, rather than being forced to simply memorize it. Second, student interaction with technology can be friendly. Finally, interaction with multimedia content can make learning and teaching fun and exciting for all involved in the educational process. It is reasonable to say that anime as an educational medium has the potential to revolutionize foreign language teaching and learning in an innovative way (Uy et al, 2023).

Anime for decades has been a medium of entertainment for young children, teens and adults, many of whom have developed a strong affection or attachment to them. Integrating anime into the educational curriculum can transform classroom instruction by making it more accessible and enjoyable for students because they consider these series as part of their childhood, as claimed by of Ryu (2020) Japanese animation has earned a place among the most popular forms of entertainment in the United States and the world, and many adult professionals today have come into contact with a variety of today's major anime franchises such as Dragon Ball (1986), Yugioh (2000), Naruto (2002), and many other anime series. Teachers should take advantage of the desire and enthusiasm that students have already developed for anime to subtly incorporate it into English language instruction (Kilag, et al., 2023). The use of anime as an educational resource is not new, as there are several studies that tested its effectiveness as a teaching tool. It is worth mentioning that the use of this resource is easier due to the great popularity of anime worldwide, which has numerous followers around the world of different nationalities, cultures and languages (Uy et al, 2023).

One of the main educational applications of anime is in the field of language teaching, according to Uy et al. (2023) when anime is implemented in foreign language teaching it becomes a facilitating tool for the acquisition of vocabulary and cultural understanding of the second

language. Anime provides a close look at the authentic and varied vocabulary that exists in a language. Many series make use of a rich lexicon that is used in various real-life situations, i.e., unlike the vocabulary used in classrooms, which usually serve as a formal setting, the vocabulary taught in anime can be used outside the classroom walls and be the means of natural interaction with other people (Corpuz 2020).

Anime facilitates the acquisition of vocabulary thanks to its component elements, which provide an immersive, visually engaging and contextually rich learning experience for students. The popularity of anime is influenced by the way it is presented: colorful and attractive scenarios, endearing characters, memorable stories are outstanding features that create a very particular experience for students, the image of anime is powerful as a tool of expression (Uy et al, 2023). For example, if a character is angry, this is interpreted through his facial expression, which facilitates the understanding of the actions and words used in that scene. In students' interaction with anime, they not only hear what the characters say, but also visualize their gestures, expressions and body language, which gives them a greater context to the situation, thus improving their understanding (Kusumawati, 2020).

Context is another important point during language learning, especially if we focus on vocabulary acquisition, fortunately anime is a tool that has this feature. Several studies on vocabulary acquisition showed that people who interact with a word for the first time, either in written or heard form, tend not to learn it. However, if they interact with it in a background context, its comprehension will be easier and it may become part of their vocabulary (Karimah et al., 2019). A learner will not be able to use a word effectively if he or she does not know its meaning and the context in which it is used (Hestiana and Anita 2022). Learning through a story and its context is an excellent way to acquire vocabulary, especially if the learner is interested in the content, with which he or she is interacting (Uy et al, 2023). The acquisition of vocabulary through a story or dialogue effectively like in anime facilitates the retention of the words and their applicability in the real world since the student had the opportunity to acquire these words not individually but from a context. As Alsubaie and Alabbad (2020) mentioned anime episodes have an exquisite and contextually important variety of words that enhance students' vocabulary, and these words are reinforced through various activities. The above idea is in line with that stated by Uy et al. (2023) through anime dialogues, students build a varied lexicon, thanks to the diverse and rich contexts

present in these animations. With the above described, it is reasonable to say that anime has the potential to expand learners' vocabulary for future use during oral or written interactions.

The appeal of anime as an educational resource also lies in its ability to captivate students of different ages. This is often due to the compelling narratives of the stories presented in anime, which evoke the emotions of the viewers, anime's ability to portray a variety of universal themes and emotions allows viewers from different backgrounds to identify with the situations depicted in anime (Susilo and Santoso, 2023). Students interested in the series will also focus more easily on the topic they are to learn, the expository nature and emotional intensity of anime increases interest and engagement of the students in language learning (Uy et al, 2023). In addition, anime has a wide variety of themes for all tastes. Anime is made up of a wide range of series that represent different themes and genres for all preferences and ages, this gives teachers great freedom to look for content according to the needs, characteristics and levels of competence of their students (Uy et al, 2023). For teachers it is important to consider the last aspect mentioned and always seek to meet the needs of students to ensure their well-being in the classroom, the media content can be adapted and molded to the specific needs of each user, making this a rewarding experience (Razak and Ibnu, 2022).

Anime during classes is also a motivating agent that enhances students' performance in the classroom. In the educational environment, motivation is that impulse that helps students to continue to fulfill their activities in order to achieve their educational objectives (Wisniawati et al., 2022). Incorporating Japanese animation into the classroom helps to create an enjoyable learning environment, and its use facilitates connection with students' interests and increase their engagement (Ryu, 2020). To complement these ideas, it is worth mentioning that in a study carried out by Boonma and Swatevacharkul (2020) it was shown that students who were exposed to anime series were more motivated and showed a higher level of enthusiasm for learning. This in turn is consistent with Alsubaie and Alabbad (2020) "Several studies noted that students who were exposed to anime-based language lessons reported higher motivation levels and greater enthusiasm for learning". With this we can affirm that anime positively motivates and drives students in their learning process.

Anime as a teaching tool has become so sophisticated that it is used to teach more complex subjects related to different areas of study, as Ryu (2020) mentioned anime has been used primarily in the field of education in the teaching of languages such as English and Japanese. However, today it is

making an appearance as an educational resource applicable to other areas of study and subjects such as chemistry, medicine, biology, physics and business ethics. Anime and manga now use scientific knowledge as a central theme, the best examples to illustrate this are anime such as *Cell at work* (2018) and *Dr. Stone* (2019) both series use scientific terms as the main argument, however they do it in a way that is understandable to the audience, even more so because of the visual resources of the animations (Razak and Ibnu 2022). Some authors provide more specific examples of anime as applied to different areas of study like Ryu (2020) anime helps to teach physics because these series don't have the need to follow the laws of real-world physics. This gives researchers some freedom to experiment and explore how the laws of physics apply in these animated worlds. According to Zhou et al. (2023) Animations are effective educational tools for teaching and proper integration of topics such as molecular, cellular and clinical processes.

Other authors who have analyzed the above-mentioned series in greater depth include for example, Encina (2018), a medical surgeon, analyzed the anime *Cell at work* (2018) from a professional point of view. He determined that the anime mentioned is entirely viable for use as an educational resource because of how well grounded the episodes are and how they address topics such as how the immune system works, the physiology of the body's cells, platelets, granulomas, erythrocytes, white blood cells, red blood cells, etc. As a suggestion, He suggests that this anime could be shown to students in the first semesters of medicine to learn about immunology, since it is a rather extensive and complex subject; however, the series managed to take the most important points and project them in an understandable way, without altering the scientific veracity behind the topics presented. Santaolalla (2020) PhD in physics comments that the *Dr. Stone* (2019) series shows how different experiments are performed which are commented, illustrated, reasoned and explained with real scientific principles, this series is plagued minute by minute with real facts and data from different areas such as physics, chemistry and geology. In addition to this, a study conducted by the participants of Razak and Ibnu (2022) determined that the anime *Dr. Stone* (2019) employed real and applicable science as the central theme of its plot.

Anime stands out from other media for its great versatility as an educational tool, which has been applied in language teaching and in recent years in scientific areas. Educators must keep looking for strategies that facilitate learning and anime is one of the best options to provide a valuable experience. Many scholars have claimed that anime is art. Their deep storyline, combined with powerful artistic drawing, should be considered more than just a type of entertainment medium

(Razak & Ibnu, 2022). The integration of anime into the educational curriculum transforms classroom teaching by making it more accessible and enjoyable for students.

Methodology

Research approach

The following research aims to explore anime as a tool to improve vocabulary acquisition. The study will be conducted at the Unidad Educativa San Marcos and the data collection instruments will be applied to a group of students from the aforementioned institution. For this study, a qualitative research approach has been chosen, as it will allow the researcher to explore and analyze in greater depth the answers given by the participants as opposed to a quantitative approach that could limit this analysis, according to Yates and Leggett (2016) “qualitative research gets at the how and why of the story, in ways that quantitative research cannot”. In this research, it is of great importance to know, understand and interpret each individual's empirical experiences and perceptions of anime and how it affects their vocabulary learning.

Research design

In this qualitative research, we selected a group of students who have watched anime and are currently acquiring a second language. This will allow us to collect relevant information because they are individuals who have already had or have experience with anime, which will facilitate the study of how anime influences vocabulary acquisition.

Population

The population considered for the research is made up of a group of 15 students belonging to the San Marcos Educational Unit of the upper basic level, in the tenth grade, the students to be considered will be those who have had a previous approach to anime.

Data collection instrument

A survey of five open-ended questions was chosen for data collection, since this type of question is one of the most appropriate for a qualitative study, as it allowed participants to express their experiences with greater depth and freedom, according to Grosseohme (2014) writing good open-ended questions can elicit personal stories or deeper reflections from participants.

Ethical Considerations.

Prior to conducting the survey, consent will be sought from all participants, the identity of participants will be kept completely confidential, and it will be made clear to students that the responses they provide will be purely research in nature.

Students' perceptions about anime

Table 1: Keywords for analysis 1.

Keywords
 Fun
 Entertaining
 Interest
 Young people
 Attractive

Note: Author's own elaboration

Students have positively valued the use of anime as a tool to improve vocabulary acquisition, the vast majority of them highlight how entertaining, fun and playful the use of this resource can be, suggesting that its application in the classroom will make the teaching and learning process more interesting and memorable, having a much greater positive impact on them, as claimed by Corpus (2020) interaction with multimedia content such as anime can make an educational activity fun and exciting for students. Several participants commented that watching and enjoying something like anime, makes them not feel forced to learn, anime allows them to experience the content they are learning and not simply memorize it (Corpus, 2020), this gives way to an emotional connection to the content of an anime that can play an important role in a learner's acquisition of vocabulary, often this type of connection is not achieved with educational resources used in traditional teaching. For the participants this type of content is especially attractive and entertaining for young people, so its use arouses students' interest and prompts them to learn vocabulary, Japanese animation is a tool that can easily attract students' attention and interest (Chan et al 2017), especially in those young people who frequently consume this type of content as a pastime. It is easy to understand why many young people are interested in this multimedia resource, as it has become one of the most popular entertainment resources in the United States and the rest of the world (Ryu, 2020).

Vocabulary enhancement and cultural understanding through visual and contextual learning

Table 2: Keywords for analysis 2

Keywords
 Visual
 Context

Characters
Vocabulary
Skills
Culture

Note: Author's own elaboration

Anime provides a wide variety of backgrounds and contexts containing a very varied lexicon for learning, which can be complex to incorporate into the educational environment using traditional strategies. A large number of students claimed to have improved their ability to remember vocabulary after watching anime, mentioning that the repetition of certain words and phrases said by the characters allowed them to learn some of them. They also highlighted the importance of the visual and contextual aspect of anime in the acquisition of vocabulary; the images shown in the different scenes of the series make it very easy to associate the words with their meaning. This is understandable and is due to the fact that anime is presented in colorful and attractive settings, engaging narratives and with endearing characters, anime images are a powerful form of expression (Uy et al, 2023). This combination of visual and contextual elements reinforces vocabulary retention.

Anime has the ability to introduce new lexis through clear and salient context (especially visual), which facilitates word comprehension, according to Karimah et al. (2019) it is easier to understand what is happening on stage through context, the words heard and understood can be successfully incorporated into their vocabulary. There was significant agreement that the exaggerated facial expressions and characteristics of the characters in this type of animation make it easy to connect and interpret the vocabulary with the context.

Anime serves not only to learn vocabulary but also to improve other skills such as pronunciation, listening comprehension and cultural norms of a foreign nation like Japan, when anime is incorporated into the educational environment, it becomes a facilitator of language learning and cultural understanding (Uy et al, 2023). Some students mention that they have learned Japanese words, phrases, and customs, which is not surprising since anime is heavily influenced by Asian culture. For some students, the impact these series have had on them has been more profound, to the point of affecting areas such as personal development and their interaction with other people. The participants emphasize that anime allows them to get in touch with everyday vocabulary that they could use in real conversations, as claimed by Corpuz (2020) anime provides learners with a

varied vocabulary that is used in a variety of real-life situations, as opposed to the lexicon taught in the classroom, which is mostly used in a formal setting. Such is the degree of naturalness of the vocabulary within the anime that it even includes some colloquial expressions, figurative language and slang, that is, a more natural vocabulary that can be used in everyday life.

Anime's vocabulary beyond the classroom

Table 3: Keywords for analysis 3

Keywords
 Themes
 Emotion
 Feelings
 Positivism

Note: Author's own elaboration

The participants expressed that they really enjoy watching these series because they allow them to immerse themselves in a variety of genres: action, romance, supernatural, etc. Animes are emotionally charged; in an episode, characters may deliver speeches, make statements or express strong emotions. The scenes previously described are filled with motivational phrases, dramatic statements or intense dialogues at the climax of a battle, they consider many of these dialogues' "epic" and endearing, leaving them with a positive message of encouragement and hope that they treasure fondly, these things never happen in the classroom. Anime stands out for portraying different themes and situations through its stories, which evoke the emotions of its viewers (Susilo and Santoso, 2023). This type of emotional vocabulary is not usually present in the educational context; however, this type of vocabulary is very important because expressing emotions is also a fundamental part of human nature.

Something interesting and that cannot go unnoticed was the comment given by a couple of participants, the mentioned resource is a great learning tool but that it is advisable to complement its use with other resources to maximize its effectiveness in the classroom.

Conclusion

According to the results obtained, it has been concluded that anime can be used as an engaging tool to improve vocabulary acquisition in the classroom. As it is primarily an entertainment resource, it is presented through an attractive visual format with features that attract the attention of young people and awaken their interest in school activities. This predisposition that students have to work with anime should be taken advantage of by teachers to use it as an educational resource, as long as viable study objectives are established in which anime can be incorporated.

During the study, participants noted different qualities of anime that facilitated learning, the visual elements, narratives and diverse contexts being some of the most relevant. The combination of the above elements helps to understand and retain the words and phrases used by the characters appearing in the series. This vocabulary goes beyond the usual formal vocabulary presented in the classroom; it is a more natural vocabulary that allows students to function in real environments and conversations. In addition, they noted that anime also influences other language skills such as pronunciation and oral and cultural comprehension. Anime is also characterized by a wide range of topics and genres, which makes the learning process more relatable and human, something that is not common in the classroom.

It is suggested to apply this resource since the results in the teaching and learning process can be notoriously positive, however, it is important that it is used in conjunction with other activities so that it can complement and exploit the full potential of anime as an innovative, entertaining and functional educational tool.

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