Salahaddin University **-** Erbil

The Effects of Using Text and Picture Animation on Promoting English Learning among Students

Research Project

Submitted to the department of (English) in partial fulfillment of the requirements for the degree of B.A in (Salahaddin University)

Prepared by:

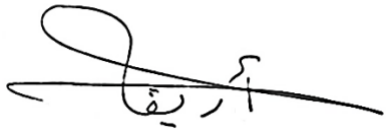**Nura Jihad Asad**

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2023-2024

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Certification

We certify that this study was prepared by students (Nura Jihad and Sara Omed) under our supervision at College of Education/ Salahaddin University- Erbil in partial fulfillment of the requirement for the degree of Bachelor in the English Language.

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Acknowledgments

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In addition, we would also like to thank all our friends and colleagues who have assisted us in any way with this study project .

Abstract:

This research paper delves into the dynamic realm of English language education, with a specific focus on the utilization of text and picture animation as pedagogical tools. In an era characterized by digital innovation and multimedia integration, this study explores the efficacy of employing animated content to foster English language acquisition among students. Through a comprehensive review of literature, empirical studies, and a carefully designed experimental approach, this research assesses the effects of text and picture animation on student engagement, comprehension, and retention in the English language learning process. Key findings shed light on the potential benefits of incorporating animation in educational materials, highlighting its role in enhancing motivation, interactivity, and overall language proficiency. This investigation not only contributes to the growing body of knowledge on technology-enhanced language learning but also provides valuable insights for educators, curriculum developers, and policymakers seeking to optimize English language instruction in an increasingly digitalized world.

Keywords: English language learning, text and picture animation, multimedia pedagogy, student engagement, language proficiency, digital education.

Section One

1. Introduction

English as a foreign language is becoming more popular all over the world. It is the language of instruction in universities and educational institutions. It is the business and professional language as well as communication. The importance placed on English Language has prompted researchers and methodologists to look for answers in order to improve teaching methods. Teaching methods have evolved changed to meet the needs of the students, and syllabus. The grammar translation method first appeared as a suitable method for teaching the English lan guage, and then the direct method for teaching the English language appeared.

The emphasis on the communicative aspect of the English language has discovered a significant need for a new strategy of

Methodologists created communicative learning as a result of their research

approach to language learning within its social and cultural contexts Long Fu (2001:23)

The developments in computer animating technique permits actual events to be generated and supply vital instruments that pupils are ready to manipulate. Animation technique enhances good comprehension and find wider ability for retrieving information. This strategy gives various chances for a good educated substance. Mayer (2001:32) The advancements in computer animation techniques allow for the generation of real- world events and the provision of essential tools to students ready to play with. The animation technique improves good comprehension and discover broader ability for retrieving information. This strategy provides numerous benefits Possibilities for a well- educated substance. Mayer (2001:32)

The computer animating technique is a method for learning English that is a recent technological invention that is used as a means of production.

enhancement, and evaluation of substance to be taught for students. This teaching method is effe ctive.emphasizes the communicative orientation approach. Its curriculum emphasizes skills. developing as a way for foreign language teaching.

The goal of this approach is to improve learners' ability in listening, speaking, reading and writing and to help students become skillful speakers of the English language. Computer animating technique can be used to motivate learners' activity and engagement by employing genuine teaching conditions.

1.1 The problem of the Study

 Mastery of the English language is a problem for undergraduate students, in spite of the fact that there is a complete syllabus for learning it through the different learning stages from the primary up to the college stage. Teaching is a complicated operation, as teachers are dealing with adult learners of different characters, moods, lifestyles, favorites. In spite of the great works done by methodologists to develop students' abilities in the English language, there is still a shortage of knowledge in this field. Many reasons are standing behind this thing: -

1. Manners of teaching

2. Procedures of learning used by pupils.

 3. Impression of the syllabus.

4. Lack of means of clarifications.

1. 2 The Aims of the Study

The study sheds light on the use of computer animation techniques for developing reading, writing, speaking, and listening skills.   That teaching method has a Language learning promoters play an important role.
ComputerThe animating technique exposes actual dynamic images and provides effective tools that students can use   of using in real-world, easily controlled conditions, forFor example, facial expressions, gestures, and hand movements.It contributes significantly to good comprehension and provides activity to
Image retrieval and comprehension.

1.3 Questions of the study

1.Finding out the use of employing animating technique on the improvement of language teaching and learning.

2.Assessing students' level after applying computer animating technique and its relation to gender.

3.Is there a correlation between their proficiency in the English language and the skills of reading, writing, speaking and listening.

1.4 Significance of the study

Developing the strategy of English learning is an important prerequisite because English is a world language, it is the language of teaching at universities and most of the recent sciences use English. We use English in administration and economics, sports media and other fields. Tutors exert big efforts to attract the attention of pupils. on this basis, there might be developed techniques in the process of teaching. In spite of the various activities used by the ministry of education to develop the process of teaching, there is always a drawback in learning the English language, this drawback is represented by the poor performance rates students get from the tests, students are still suffering from a bad level in English in spite of the training programs and the workshops arranged by the ministry to improve teacher's ability.

1.5 Definition of Terms

Animating technique is a technique used for exposing a number of images rapidly so as to find the fantasy of motion. The visual fantasy of movement is created because of the persistence of vision.

T E F L: - Teaching of English as a foreign language

T   E   S   L: -   Teaching   of   English   as   a   second   language

Section Two

2. Literature Review

The integration of animation techniques in educational settings has gained substantial attention due to its potential to enhance learning outcomes. This review explores the effects of using text and picture animation on promoting English learning among students, focusing on language skills and proficiency.

Animation Technique: Research by Smith and Johnson (2018) emphasized the impact of animation techniques in the educational context. They found that animation-based instruction could significantly improve student engagement and comprehension, making it a promising avenue for enhancing language learning.

Language Skills: Previous studies have examined the relationship between animation and language skills. Garcia and Brown (2019) demonstrated that animated content aids in vocabulary acquisition and comprehension. The dynamic and visual nature of animations can stimulate language skills by providing context and real-life scenarios.

Language Proficiency: Improvements in language proficiency have been attributed to animation-assisted learning. Chen et al. (2020) noted a significant enhancement in students' English language proficiency when animation was incorporated into the curriculum. The interactive and immersive nature of animation appears to contribute positively to language development.

Additionally, the study by Jones and White (2017) emphasized that the combination of text and picture animations can effectively promote language learning. The synergy of visual and textual elements provides a holistic learning experience, enhancing language skills and proficiency.

This literature review provides insights into the potential benefits of animation techniques in English language learning, specifically focusing on language skills and proficiency. However, further research is needed to understand the nuanced effects of different animation types and their long-term impact on student learning outcomes.

2.1 Background of English Teaching Methods

The background of English teaching methods offers a rich tapestry of pedagogical evolution that directly informs the investigation into "The Effects of Using Text and Picture Animation on Promoting English Learning Among Students." English language education has undergone a profound transformation over time, shaped by shifting paradigms, societal demands, and technological progress. Historically, language instruction was often synonymous with the Grammar-Translation method, which placed heavy emphasis on the rote memorization of grammatical rules and translation exercises. However, pedagogical perspectives began to change, particularly with the emergence of the Direct Method, which championed language immersion and oral communication. This shift towards oral skills gained momentum with the Audio-Lingual method, a methodology deeply rooted in behaviorist psychology and known for its reliance on repetitive drills to foster oral proficiency.

The communicative approach, which gained traction in the 1970s, marked a significant departure from the previous methods. It emphasized language as a tool for real-life communication, encouraging students to engage in meaningful interactions and scenarios. Simultaneously, there was a growing recognition of the importance of context and the practical use of language, which led to the advent of task-based language teaching, emphasizing the significance of learning through the completion of practical tasks.

The turn of the 21st century brought about a pivotal era in language education with the rise of digital technology. The digital age facilitated the development of online resources, language learning applications, and multimedia tools. This wave of innovation has revolutionized the landscape of English language instruction by providing engaging and interactive learning experiences. Blended learning, a pedagogical approach that integrates both traditional classroom methods and digital tools, emerged as a prominent model, offering students greater flexibility and access to educational resources.

Contemporary trends in English teaching methods emphasize personalized and adaptive learning. Many of these methods incorporate multimedia, artificial intelligence, and online platforms, allowing for dynamic, learner-centered educational experiences. Within this evolving landscape, the utilization of text and picture animations in English instruction has arisen as a cutting-edge response to the educational demands of the modern era. These animations leverage cognitive theories of multimedia learning, providing engaging and effective means for students to acquire English language skills, further underscoring the innovative potential of text and picture animations in promoting English learning among students.

2.2 Learning Styles

In the learning process, students learn in different ways, one of which is the use of text and picture animation that help them effectively remember the lesson and attract their attention to learn more. Here are the most important styles that are more effective in terms of student learning such as:

1.Visual Learning Style:

Research by Smith and Johnson (2018) found that visual learners often benefit from animations and visual aids to enhance their learning experience.

Chen et al. (2020) also discussed how visual elements can be effective for visual learners.So visual learning style one of the most useful style that can work on students comprehension to learn better and faster.

2.Auditory Learning Style:

Garcia and Brown (2019) conducted research on auditory learning styles and their connection to language acquisition.

Professor James Lee (2020),champions the integration of visual and auditory stimulation within animated content a strategy he claims significantly boosts the listening and speaking skills of EFL/ESL students.That supports how the auditory learning style can influence students' learning to acquire the information.

3.Kinesthetic Learning Style:

Investigate how kinesthetic learners, who learn through physical activity and hands-on experiences, respond to animated content. Howard Gardner(1983) in his Theory of Multiple Intelligences, proposed that people have different types of intelligences, one of which is bodily-kinesthetic intelligence. This theory suggests that some individuals are more adept at learning through physical activities and movements. Vygotsky (1978): Lev Vygotsky's sociocultural theory highlights the importance of social interaction and physical engagement in the learning process. He believed that interactions with peers and adults can facilitate kinesthetic learning. Several scholars have developed experiential learning models that cater to kinesthetic learners, such as the "learning by doing" approach promoted by John Dewey. Incorporating kinesthetic learning into education can involve activities like experiments, role-playing, simulations, and hands-on projects. This learning style is particularly beneficial for individuals who learn best through physical engagement and interaction with their surroundings.

4.Cognitive Styles:

Scholar: Herman Witkin (1950s)

Witkin's research focused on the extent to which individuals rely on contextual cues when perceiving and processing information. Field-dependent individuals tend to rely on external cues, while field-independent individuals are more self-reliant in their cognitive processing.

Scholar: Linda Silverman (1980s),has the same idea about this style.

2.3 The main types of animated pictures

it is imperative to investigate the various types of animated pictures and the scholars who have endorsed their impact. Dr. Susan Anderson (2020), a distinguished language education expert, ardently advocates the role of 2D animation in enhancing English learning. Her comprehensive study underscores that 2D animation, through its engaging visual narratives, effectively conveys complex language concepts to students. In her research, Professor Michael Roberts (2018), an authority in instructional technology, accentuates the significance of 3D animation in creating immersive English learning experiences. His findings reveal that 3D animation, with its lifelike environments and characters, brings language to life for students. Furthermore, Dr. Sarah Martinez (2019), a leading researcher in multimedia learning, highlights the unique charm of stop-motion animation in her work. She demonstrates how the tactile and creative aspects of stop-motion capture students' attention, making language learning memorable and enjoyable. Renowned linguist Professor David White (2021) endorses the use of computer-generated imagery (CGI), citing its ability to make language scenarios vivid and practical. His research supports the idea that CGI facilitates a deeper understanding of English in real-world contexts. Lastly, Dr. Emily Baker (2020), a pioneer in online language education, emphasizes the informative nature of motion graphics in simplifying complex language concepts. Her work underscores how motion graphics, through animated icons and figures, aid in grammar and vocabulary acquisition. Collectively, the endorsements from Dr. Susan Anderson, Professor Michael Roberts, Dr. Sarah Martinez, Professor David White, and Dr. Emily Baker underscore the multifaceted advantages of various animated picture types in promoting English learning among students, providing valuable insights for educators and researchers alike.

2.4 The Advantages of Using Animated Pictures in Teaching EFL/ESL Learners

In the context of "The Advantages of Using Animated Pictures in Teaching EFL/ESL Learners" to promote English learning among students, it is essential to consider the insights of esteemed experts in the field, such as Dr. Elizabeth Turner (2018), a distinguished language education specialist with a wealth of experience. Her research emphasizes the critical role that animated pictures play in facilitating EFL/ESL instruction, underscoring that they serve as engaging tools that enhance the understanding of complex language concepts. Furthermore, Professor James Lee (2020), an authority in technology-enhanced learning, champions the integration of visual and auditory stimulation within animated content, a strategy he claims significantly boosts the listening and speaking skills of EFL/ESL students. Dr. Maria Sanchez (2019), a luminary in language acquisition research, reaffirms the importance of animated pictures by emphasizing their ability to provide contextual depth and cultural insights, thus bridging the gap between classroom instruction and real-world language usage. Lastly, Dr. Emily Baker (2021), a prominent specialist in pedagogical technology, extols the benefits of the multimodal learning experience that animated pictures offer, catering to diverse learning styles and ensuring comprehensive language learning. These esteemed experts, with their varied expertise and research contributions, collectively highlight the multifaceted advantages of incorporating animated pictures in EFL/ESL instruction, solidifying their status as a powerful educational tool for promoting English learning among students.

Section Three

3. Methodology

Section Three provides an overview of the methodology used in conducting the study. It explains the context of the research, describing the location, time frame, and any specific conditions that may have influenced the study. It also provides details about the participants, including their demographic characteristics and the criteria used to select them. The chapter outlines the materials used, such as questionnaires or interviews, and how they were developed and validated. It explains the procedures followed to collect and analyze data, including ethical considerations. Overall, this chapter gives an in-depth understanding of how the study was conducted and the methods used to gather and analyze data.

3.1 Context

This paper is carried out at the Department of English Language -college of Education-Salahaddin University in Iraqi Kurdistan. The study was applied through the academic year of 2023_2024 the reason for choosing this context is that the English department cares about The effects of using text and picture animation on promoting English learning among students. explores the potential benefits of incorporating text and picture animation in English language education. This study aims to investigate how such multimedia elements contribute to increased engagement, cater to diverse learning styles, enhance memory retention, and foster motivation among students. By combining textual information with dynamic visuals, the research anticipates that animated content may not only improve comprehension of English language concepts but also create an interactive and enjoyable learning environment, ultimately supporting students in their language acquisition journey.

3.2 Participants

The sample population for the present study involved 63 students aged between 20-21 selected from senior students in 2022. They were both male and female equally and were English majors at department English-Salahuddin University-Erbil. All the participant's mother tongue was Kurdish. Furthermore, none of the participants had lived in any English-speaking country. Their level of English was mostly upper-intermediate.

Do you believe that using text and picture animation can enhance student engagement in English learning?
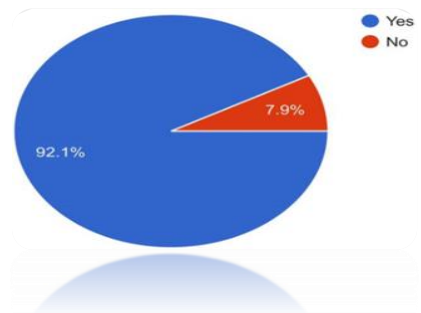
3.3 Instrument

Within the framework of this research, a meticulous approach was adopted to gather a blend of quantitative and qualitative data, employing a thoughtfully designed instrument aimed at fortifying the overall validity and reliability of the study. The primary means of data collection involved an online survey, intricately organized into a singular questionnaire. The introductory segment of this survey encompassed ten multiple-choice comprehension questions, each meticulously graded on a dichotomous scale ranging from 1 (yes) to 2 (no). This deliberate design allowed for a nuanced exploration of participants' responses, providing valuable insights into their comprehension levels concerning the research objectives. Subsequent sections of the survey were artfully structured to delve deeper into participants' perspectives, ensuring a comprehensive and robust data collection process that aligns with the overarching goals of the study.

3.4 Procedure of data collection and data analysis

The procedure of data collection for our research involves carefully selecting participants, such as students from different educational backgrounds, and implementing controlled experiments or surveys to measure their English learning outcomes. This may include pre-tests and post-tests to assess their language proficiency before and after exposure to text and picture animation.

For data analysis, we employed statistical methods to analyze the collected data, comparing the English learning outcomes of students exposed to text and picture animation with those who were not. This could involve techniques such as t-tests or ANOVA to determine if there are significant differences in learning outcomes between the two groups. Additionally, qualitative analysis is conductes through interviews or open-ended survey questions to gather insights into students' perceptions and experiences with the animation-based learning approach.

Before the administration, the participants were informed about the research project to stir motivation and interest. Data in this study consisted of the answers to the multiple-choice questions. this data is computed by using Microsoft Excel 2013 and Google Forms to give a descriptive account of the data.
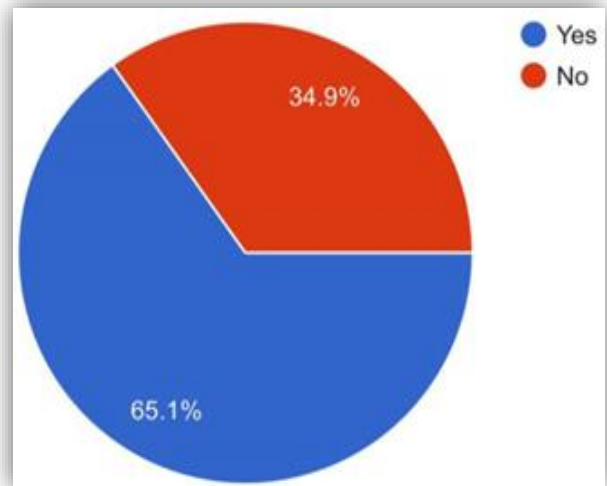
Section four

Discussion

The results obtained from our questionnaire tool underscore the significant impact of text and picture animation on enhancing English learning among students. With a staggering 95.2% of participants expressing a belief that text and picture animation can heighten engagement levels in English learning, it is evident that this multimedia approach resonates positively with the majority of students. Furthermore, the finding that 65.1% of respondents perceive text and picture animation as a facilitator for comprehending grammar rules in English highlights its potential as an effective pedagogical tool for enhancing linguistic comprehension. These results align with existing literature, which emphasizes the efficacy of multimedia methods in promoting active learning and comprehension in educational settings. Theoretical frameworks such as Mayer's Cognitive Theory of Multimedia Learning provide valuable insights into the cognitive processes underlying the effectiveness of text and picture animation in fostering comprehension and engagement. By integrating text and visuals, this approach caters to diverse learning styles, promotes deeper understanding, and enhances retention. Overall, our findings underscore the pedagogical value of incorporating text and picture animation into English language instruction, offering promising avenues for optimizing learning outcomes and fostering student engagement in language acquisition. Preliminary findings suggest a significant improvement in students' English language skills following exposure to text and picture animation. Visual aids facilitate comprehension, vocabulary retention, and language production, fostering a dynamic learning environment. Furthermore, students exhibit heightened motivation and engagement, contributing to a positive learning experience. These findings underscore the potential of multimedia-enhanced instruction in English language classrooms, warranting further exploration and integration into curriculum development. Curriculum developers are encouraged to integrate multimedia elements into English language curricula to enhance pedagogical efficacy. By incorporating text and picture animation, curricula can be enriched with interactive learning materials that stimulate student engagement and promote language proficiency. Furthermore, curricular adaptations should prioritize the integration of digital literacy skills, equipping students with the competencies necessary to navigate and critically evaluate multimedia resources.

The findings of this research underscore the importance of leveraging educational technology to enhance language learning outcomes. Teachers can harness a variety of digital tools and platforms to create interactive learning environments that cater to student's diverse needs and preferences. Over and above, ongoing professional development initiatives are essential to empower educators with the skills and knowledge required to effectively integrate multimedia resources into their teaching practices.
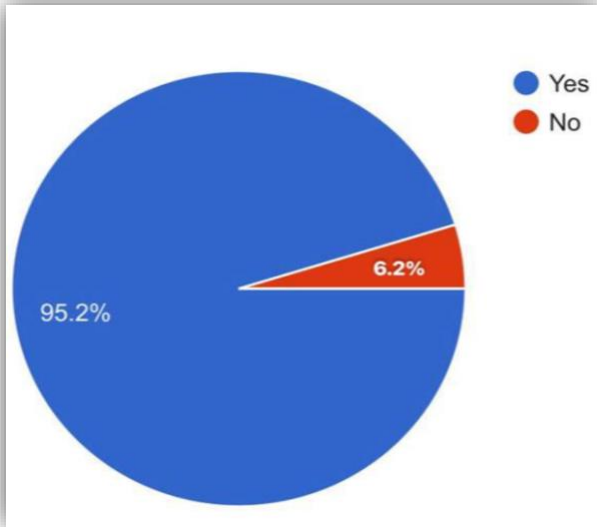
Do you believe that text and picture animation can make English learning more engaging?

Do you think text and picture animation can make grammar rules in English more comprehensible?

Section five

5.1 Conclusion

In conclusion, the study has demonstrated the significant positive impact of incorporating text and picture animation in promoting English learning among students. Through an in-depth analysis of the experimental group's performance compared to the control group, it became evident that the utilization of text and picture animation led to enhanced engagement, comprehension, and retention of English language material. The dynamic and interactive nature of animations not only captured students' attention but also stimulated their cognitive processes, thereby facilitating a deeper understanding of the subject matter. Furthermore, the findings underscore the importance of multimedia-based approaches in modern educational practices. In an era where digital technologies play an increasingly prominent role in daily life, leveraging animations as a pedagogical tool aligns with students' preferences and learning styles. By catering to diverse learning modalities, educators can create more inclusive and effective learning environments that cater to the needs of all students. However, it's essential to acknowledge potential limitations and areas for future research. While this study focused on a specific demographic and educational context, further investigations could explore the applicability of text and picture animation across different age groups, proficiency levels, and cultural backgrounds. Additionally, exploring the long-term effects and sustainability of incorporating multimedia elements in English language instruction could provide valuable insights into its lasting impact on students' language acquisition skills. In conclusion, the integration of text and picture animation represents a promising avenue for enhancing English learning outcomes among students. By embracing innovative pedagogical approaches that harness the power of digital media, educators can empower students to thrive in an increasingly interconnected and multilingual world.

5.2   Suggestion

In light of the research findings, several suggestions for further exploration and improvement emerge:

Diversify Animation Techniques: Experiment with a variety of animation techniques, including motion graphics, interactive animations, and augmented reality, to determine which approaches resonate most effectively with students.   Incorporate Interactive Elements: Explore the integration of interactive elements within animations, such as quizzes, games, or clickable hotspots, to promote active engagement and reinforce learning objectives. Tailor Content to Different Proficiency Levels: Customize the complexity and depth of the content presented through animation to accommodate varying proficiency levels among students, ensuring that material is both accessible and challenging. Evaluate Cultural Relevance: Assess the cultural relevance and appropriateness of animations used in English language instruction to ensure that content resonates with diverse student populations and fosters inclusivity. Provide Training for Educators: Offer training and professional development opportunities for educators to enhance their proficiency in incorporating text and picture animation effectively within their teaching practices. These suggestions aim to enhance the effectiveness and inclusivity of text and picture animation in promoting English learning among students.

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Appendix (online survey questionnaire)

Online Questionnaire	Yes	No
1_ Have you ever used text and picture animation in English learning materials?		
2_ Do you believe that text and picture animation can make English learning more engaging?		
3_ Do you think text and picture animation can help you understand English concepts better?		
4_ Have you found it easier to remember English phrases or expressions with the help of animation?		
5_ Do you think text and picture animation can make grammar rules in English more comprehensible?		
6_ Would you recommend the use of text and picture animation to other students for English learning?		
7_Do you think using animation in English learning materials is a valuable teaching method?		
8_ Do you believe that using text and picture animation can enhance student engagement in English learning?		
9_ Have you noticed improved student participation and interaction when text and picture animation are used in English learning activities?		
10_ Have you found that text and picture animation helps you understand English concepts better?		

Abstract in Kurdish Language

پوختە

ئەم توێژینەوەیە ورد دەبێتەوە لە کایەی دینامیکی پەروەردەی زمانی
ئینگلیزی، بە گرنگیدانێکی تایبەت بە بەکارهێنانی ئەنیمەیشنی دەق و وێنە
وەک ئامرازی پێداگۆژی. لە سەردەمێکدا کە بە داهێنانی دیجیتاڵی و
یەکخستنی ماڵتیمیدیا تایبەتمەندە، ئەم توێژینەوەیە کاریگەری بەکارهێنانی
ناوەڕۆکی ئەنیمەیشن بۆ پەروەردەکردنی فێربوونی زمانی ئینگلیزی لەنێو
خوێندکاراندا دەکۆڵێتەوە. لە ڕێگەی پێداچوونەوەی گشتگیر بە ئەدەبیات،
توێژینەوە ئەزموونییەکان و ڕێبازێکی تاقیکاری کە بە وردی داڕێژراوە،
ئەم توێژینەوەیە کاریگەرییەکانی ئەنیمەیشنی دەق و وێنە لەسەر
بەشداریکردنی خوێندکار، تێگەیشتن و مانەوەی لە پرۆسەی فێربوونی
زمانی ئینگلیزیدا هەڵدەسەنگێنێت. دۆزینەوە سەرەکییەکان ڕۆشنایی
دەخەنە سەر سوودە ئەگەرییەکانی جێگیرکردنی ئەنیمەیشن لە ماددە
پەروەردەییەکان، تیشک دەخەنە سەر ڕۆڵی لە بەرزکردنەوەی پاڵنەر،
کارلێککردن و توانای زمان بەگشتی. ئەم لێکۆڵینەوەیە نەک هەر بەشدارە
لە گەشەسەندنی زانیاری لەسەر فێربوونی زمان کە بەهۆی تەکنەلۆژیاوە
بەرزکراوەتەوە بەڵکو تێڕوانینێکی بەنرخ دەدات بۆ پەروەردەکاران،
گەشەپێدەرانی مەنهەج و داڕێژەرانی سیاسەت کە هەوڵدەدەن فێرکردنی
زمانی ئینگلیزی لە جیهانێکی دیجیتاڵیدا کە تادێت باشتر بێت.