

**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
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**AN ANALYSIS OF THE EFFECTIVENESS OF ANIMATED VIDEOS IN
VOCABULARY LEARNING**



Ph.D. THESIS

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Approval

We certify that we have read the thesis submitted by titled “**An Analysis of The Effectiveness of Animated Videos in Vocabulary Learning**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of DOCTORATE of Educational Sciences.

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DECLARATION

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

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Abstract

The English language requires a strong vocabulary in order to master all skills. Hiebert and Kamil argue that listening and reading comprehension are affected when there is not enough recognition of words. To improve students' vocabulary, an experiment was conducted at a private institute to assess the effect of animated videos on vocabulary learning. An experiment involving forty students examined the main aim, which suggests that students who learn through animated videos demonstrate significant increases in vocabulary mastery. Statistical analysis, particularly a paired sample t-test, was used in analyzing the results of the pre and post tests. Study participants overwhelmingly agreed that animated videos made more fun, helped students develop their vocabulary, and improved English learning efficiency. According to this study, students are better able to comprehend and assimilate terminology when they watch animated videos.

Keywords: English learning, Vocabulary building, Animated Videos, Comprehension, Assimilation, Control and Experimental Group

ANİMASYONLU VİDEOLARIN KELİME ÖĞRENİMİNDEKİ ETKİNLİĞİNİN ANALİZİ

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Özet

İngiliz dili, tüm becerilerde ustalaşmak için güçlü bir kelime dağarcığı gerektirir. Hiebert ve Kamil, kelimelerin yeterince tanınmadığı durumlarda dinleme ve okunuş anlamının etkilendiğini savunmaktalar. Öğrencilerin kelime dağarcığını geliştirmek amacıyla, animasyonlu videoların kelime öğrenimi üzerindeki etkisini değerlendirmek için özel bir Enstitüde bir deney yapıldı. Kırk öğrenciyi içeren bu deneyin ana amacı incelendi; buna göre animasyonlu video aracılığıyla öğrenen öğrencilerin kelime becerilerinde önemli artışlar olduğunu gösteriyor. Ön ve son test sonuçlarının analizinde istatistiksel analiz, özellikle eşleştirilmiş örnek t-testi, kullanılmıştır. Araştırmaya katılanlar, animasyon videoların daha eğlenceli olduğunu, aynı zamanda öğrencilerin kelime dağarcıklarını geliştirmelerine yardımcı olduğunu ve İngilizce öğrenme verimliliğini artırdığını çoğunlukla kabul etti. Bu araştırmaya göre, öğrenciler animasyon videoları izlediklerinde terminolojiyi daha iyi kavrayabilmekte ve özümseyebilmektedirler.

Anahtar Kelimeler: İngilizce öğrenme, Kelime bilgisi oluşturma, Animasyonlu Videolar, Anlama, Özümseme, Kontrol ve araştırma Grubu

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
IELTS	International English Language Testing System
PBL	Problem Based Learning
CL	Collaborative Learning
STAD	Student Teams-Achievement Divisions
TGT	Teams Games Tournament
NTI	Noble Technical Institute
ESL	English as a Second Language
SPSS	Statistical Package for the Social Sciences
CSCL	Computer-Supported Collaborative Learning
SLT	Social Learning Theory
CLT	Communicative Language Teaching
CALI	Computer Assisted Language Instruction
CALL	Computer Assisted Language Learning
ELD	English Language Development
ELE	English Language Education
ESOL	English for Speakers of Other Languages
TESOL	Teachers of English to Speakers of Other Languages
MT	Mother Tongue
L1	Language 1 or native language
L2	Language 2 or the language you are learning
TOEIC	Test of English for International Communication
BE	Bilingual Education

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CHAPTER I

Introduction

The use of English, which is considered a foreign language in Erbil city, located in Northern Iraq, is an important component of current cultures. English is either a first or a second language for a significant number of people around the world who work in businesses and attend educational institutions. The acceptance rate of English-medium institutions is typically higher than the acceptance rate of institutions teaching in the native language.

Learning English requires practice in all of the following areas: listening, speaking, reading, and writing. English is typically a challenging language to pick up and instruct in places like societies where the language is not widely spoken or utilized. According to Smith et al. (2018), determining the most effective method of instruction is the most challenging task for English as Foreign Language (EFL) teachers in developing and underdeveloped nations. In addition to textual knowledge, an effective English language-training program also requires the learning capacity of the students, as well as the motivation of both the instructor and the students.

Numerous studies have been conducted over the course of the past few decades to describe various approaches and methodologies for teaching English as a second language (ESL) or (EFL). Some of these methodologies include task-based learning, audio-lingual learning, communicative language teaching, neutral instruction, content-based instruction, grammar-translation method, direct method, and oral approach, with the oral approach being added on top. They have many applications and can be used for things like research, making predictions, or providing a description of a foreign language. Due to the fact that English has emerged as the predominant language, particularly in academic settings, it is no longer possible to avoid studying ESL. In order to foster learning that is both efficient and long lasting, the overarching goal of the research is to integrate modern teaching practices with various technological and other contemporary tools.

Learning English takes a significant amount of concentration, just like learning any other language. This study evaluated the teaching of English as a language by making it more engaging as a work of art. The focus of the study was not on societal concerns; rather, it was on the teaching of English as a language.

Students attending universities and technical institutes in northern Iraq, as well as those attending the Noble Technical Institute in Erbil, have a limited selection of responsive strategies and procedures at their disposal with which to improve their English vocabulary. Even though English is chosen as the medium of instruction, students in the English language department do not have the ability to play with English vocabulary. This is an essential skill for learning English as a second language (ESL), as well as for successfully communicating, understanding, and writing in English.

As a direct result of this, the methodology of this study made use of technological tools to facilitate innovative learning. This study evaluates the utility of utilizing technology in northern Iraq for learners in the middle stages of their careers by making use of a series of animated videos. The purpose of this research is to enhance the way in which students learn English by implementing instructional methods that are more flexible and by fostering knowledge that is retained over time.

Background of the Study

When it comes to mastering all aspects of the English language, having strong vocabulary is one of the three components of the English language that is essential. According to Kamil and Hiebert (2005), when there is an insufficient number of recognized words, comprehension of listening and reading skills will be impaired. This is true for both reading and listening skills. Students will also have difficulty constructing their ideas in order to develop language for both speaking and writing skills.

The method that the instructor uses to instruct students in vocabulary ought to be different from the methods that are used to instruct students in grammar and pronunciation, the other two components of language. According to Kamil and Hiebert (2005), in order to have an effective vocabulary training program, one needs to take a long-term perspective. This helps to ensure that students do not forget recently learned words as easily. In addition, students should be provided with accurate definitions as well as information regarding the context of words through rigorous or extensive vocabulary training. It is possible that a teacher will try their best to deliver high-quality vocabulary instruction by coming up with innovative materials for the classroom. This is consistent with Tomlinson's (2013) assertion that teaching materials should include an attractive presentation and engaging content that is interesting, relevant, and enjoyable. This is

done in order to positively influence students' attitudes toward the language and the process of learning it, which in turn allows for the effective reception of clear definitions and contextual information by students. In addition, educators have the potential to motivate students to study and put them at ease by providing imaginative explanations when they have created such one-of-a-kind materials for students to use.

The instructor can address the problem that was discussed earlier by incorporating various forms of media into the instructional activities. According to Wang's advantages, the researcher considers the utilization of animation video as a suitable teaching medium for assisting students in the acquisition of a broad vocabulary. To get things started, using videos to teach English can help students develop their independence and become more proactive. In an English classroom where students have access to video, those students are able to acquire a clear understanding of the cultural context and emotional reactions to the learning materials. As a direct consequence of this, they will obtain increased autonomy. Second, the use of video can stimulate students' interest in learning English and help teachers direct students' attention to the subject matter of the lesson. The English video includes a variety of sound effects and graphics that are bright and colorful in order to attract the attention of pupils and prevent them from becoming bored. Thirdly, English videos designed for teaching the language portray genuine scenes from ordinary life quite regularly. The students have the opportunity to see how the language is used in real-world situations, which is somewhat different from what is taught in classrooms where students study Standard English. Last but not least, instructing English through video can give pupils immediate access to the culture of the language they are learning. The development of linguistic skills like pronunciation, grammar, vocabulary, and idiomatic expressions is only one aspect of English language learning. Learning the language also involves other aspects. In addition to this, in order to achieve English proficiency that is close to that of a native speaker, it is necessary to cultivate the ability to think like a native speaker by gaining an understanding of the beliefs, social conventions, and habits of native speakers.

In addition, Lin and Tseng (2011) discuss the benefits of employing animated video to teach vocabulary by utilizing a variety of points of view. They say this can be accomplished through the use of multiple perspectives. To begin, the very fact that it exists can assist pupils in avoiding forming inaccurate judgments. Students can watch a video that contains moving pictures and sound cues that they can use as a hint to discern

the message that is being conveyed to them. Students are able to more easily absorb difficult texts and become learners that are more independent as a direct result of the utilization of animated video in vocabulary instruction. Students will be able to gain a better understanding of the material and become more independent if they watch the video because it provides a number of hints that they can use to assist them in doing so and which will free them from the need to repeatedly consult with the instructor. The second approach, which entails learning new vocabulary through the use of animation videos, creates more robust meaning representations, which results in improved vocabulary retention. While watching the videos, students engage both their visual and auditory senses, which significantly improves their ability to remember the language compared to simply reading a text from a textbook.

The Iraqi Context

Iraqi teachers employ a number of approaches to teach and let students acquire English vocabulary. This includes the social strategy in which students are taught new words and their definitions through social interaction. This technique requires the presence of different collaborative activities that will lead to learning and interpretation of the language. Vocabulary instruction and learning may also benefit from the incorporation of memory procedures, such as repetition of ideas in whether written, spoken, or listened to, that connect new words to previously taught concepts.

This research study was conducted at one of Iraq's educational institutions and the participants were from the English language department. The goal of the department is to provide students with the best possible level of English proficiency, both in creative writing and communication through integrating contemporary approaches. This means that traditional teaching is enhanced through the use of contemporary approaches such as the use of technologies. Students, instructors, and administration collaborate to guarantee that the Department of English Language at the private educational institution provides a high-quality English education. Teaching and learning vocabulary are achieved through student presentations, projectors, books, and group debates.

However, the researcher's experience as a language teacher has shown that the teaching strategies and motivation of students towards the EFL are questionable, as many students have little interest in EFL. In addition, it is observed that if the students of an

institution are unhappy and unmotivated, they will not participate successfully in the vocabulary-learning work. Hence, teaching and learning styles, teaching methods, and the learning environment all have a significant influence on the development and production of skilled young generations in society yet; research reveals that our institutions are not creating skilled young generations (Memon, 2007).

The Problem of the Study

It has been observed that there is a lack of responsive tactics and procedures for enhancing the English vocabulary of students at technical institutes/ universities in Northern Iraq. Despite choosing English as the medium of instruction, even students in the English language department lack the ability to use English vocabulary effectively, which is essential for learning English as a second language (ESL) and for communicating verbally or in writing successfully. Therefore, based on the information presented above, the effectiveness of using animated videos in enhancing students' vocabulary should be investigated.

Aim of the Study

This study generally aims to analyze the effectiveness of animated videos in vocabulary learning among English as foreign language (EFL) students at a private institution.

Specifically, this study aims to fulfill the following objectives:

- to determine student performance in language learning through animated video;
- to evaluate the performance of students who were not taught through animation;
- to examine the effectiveness of animated videos for learning English vocabulary; and
- to compare students' performance after animation and prior to animation.

In order to achieve the general aim of the research the following research questions were posed:

1. What is the performance of the English as foreign language students who learn vocabulary items through animated videos compared to the English as foreign language students who learn vocabulary items without animated videos?

2. What are the perceptions of English as Foreign Language students towards learning vocabulary through animated videos?
3. How effective are the animated videos in enhancing the vocabulary among English as Foreign Language students?

Significance of the Study

This research plays a significant role in expanding the body of knowledge on video-based learning. This study is expected to be useful for:

- a.) students - to broaden their knowledge, especially their vocabulary, and to make them acknowledge the benefits of technology in learning English;
- b.) English teachers - to inform them that the teaching and learning process can be aided by technology, which enhances creativity and improves students' vocabulary; and
- c.) other researchers - as basis in formulating studies related to vocabulary learning.

As a result, it is hoped that EFL students, teachers, and researchers will gain significant information from the findings of this study.

Limitations

The major limitation of this study was that it was limited to students at Noble Technical Institute. In addition, the assessment was narrowed to focus only on vocabulary learning. Furthermore, the vocabulary range was limited to only the themes provided in the lessons taught each week. The analysis of one concept in English, which is vocabulary, may not provide sufficient context for drawing broad conclusions.

Conclusion

In this chapter, the background and context of the study were introduced and explained. The importance of vocabulary learning and the significance of learning English as a second language were also discussed. The problem, specific research questions, and objectives were also presented which will serve as the focus of this study. To further explain the concepts behind the use of animated video in enhancing

English vocabulary, several kinds of literature and related studies are presented in the next chapter.

CHAPTER II

Literature Review

This chapter examines teaching methodologies for vocabulary abilities and identifies problems learners face while working on vocabulary. It mainly focuses on English language instructors' teaching tactics, using animated videos while imparting skills in English as a foreign language. Education shapes successive generations within cultures via the construction of knowledge, which develops their grasp of linguistic skills, including creativity, morals, and vocabularies, and provides them with intellectual capabilities to apply and assimilate well into society. Such skills always promote the language properly, leading the students to submit and succeed.

Theoretical Framework

English is a language that is believed to be essential in today's culture because of the global character of the language. As a result, schools should incorporate English into their curriculums as a foreign language. People are able to learn a second language by first becoming proficient in the vocabulary of the target language. According to Yamatoto (2011), having an extensive vocabulary is essential for effective communication, particularly when one is learning a language other than one's native tongue. The latter necessitates skillful communication as well as the capacity to articulate concepts, viewpoints, and ideas. There are a lot of different approaches to teaching someone a second language. They come in the form of animated media such as cartoons and videos, as well as books, essays, and web-based educational applications (Abo-Jaber et al., 2006). Despite the fact that there is a plethora of these forms available, it is necessary for the developers of these learning aids to adapt them to meet the requirements of a wide range of students. Communication between humans is facilitated by the use of language (Quill, 1995).

The use of language is critical to the success of both verbal and written communication. The distinctiveness, mobility, social construction, and acquirability of human languages have earned them a well-deserved reputation. English is a language that is spoken in many countries around the world, giving it the status of a global language. The process of learning a foreign language is challenging and convoluted because it requires a vast vocabulary, and the process of learning vocabulary is challenging. As a result, the process of learning a foreign language is

challenging and convoluted. The most effective way for students to acquire new vocabulary is to learn each word independently by selecting it from a list of vocabulary items. Teachers typically focus their attention on teaching students new terminology rather than supporting them in revisiting previously learned concepts.

Language Acquisition

The process of learning a language takes place in the subconscious mind and is also somewhat genetic. It is dependent on the student's capacity for picking up new languages (Karakas & Saricoban, 2012). There is a distinction that may be made between learning a language and acquiring a language, as linguists have pointed out. People pick up the language through some kind of automatic process going on in the background (Coracini, 2014). They are uninformed of the grammatical conventions of the target language, despite the fact that learning a second language is comparable to studying the first language.

This is due to the fact that learning a second language necessitates exposure to authentic conversation (Sankar, Soundararajan, & Kumar, 2016). The process of learning, on the other hand, is not one that involves communication and calls for a minimal amount of natural discourse. Therefore, in order to become familiar with the language's lexicon, it is necessary to make use of a wide variety of teaching resources when one is studying that language. Since natural communication does not require any conscious effort on the part of the participants, language acquisition cannot be regarded as a process of communication. However, it is crucial to emphasize that knowing grammar does not ensure fluency in writing or conversation. This point cannot be emphasized enough (Krashen, 1981).

Vocabulary

It is impossible to exaggerate the significance of developing one's vocabulary when learning a foreign language because vocabulary is the fundamental building block of any language. In addition to this, studies have shown that teaching and learning vocabulary in TEFL has been mostly overlooked (Asyiah, 2017).

The development of English language skills such as writing, listening, and reading are all aided by the accumulation of a large vocabulary. When students have mastered vocabulary, it indicates that they have a comprehensive understanding of the language. This understanding encompasses the students' comprehension of words'

meanings in both their spoken and written forms, as well as their grammatical behaviors, word variation, idiomatic expressions of words, the authority of the word—both when it is spoken and when it is published, connotation or affiliations of the phrase, and term frequency (Thornbury, 2002). In addition, Thanh Huyen and Thi Thu Nga (2006) and Rouhani and Purgharib (2013) brought attention to the significance of acquiring a second language. When learning a new language, reading, speaking, writing, and listening are the four linguistic skills that make up a person's foundation. Vocabulary is the component of language that connects these four skills.

It is vital to have a thorough understanding of the vocabulary of the new language that you are learning when you are studying that language. When evaluating someone's vocabulary knowledge, the most fundamental factor to consider is whether or not it is receptive or productive. In addition to this, those who are learning English need to have a strong command of both the productive and receptive vocabularies.

The vocabulary used in speaking and listening is given the primary focus, but it is also important to consider the vocabulary used in reading and writing. The listening and speaking vocabularies of ELLs have been the subject of a great number of studies. However, it is equally important for English Language Learners to build their vocabulary through writing and reading in order for them to comprehend and progress in their foreign language skills. In addition, academic vocabulary should be differentiated from a content-specific grasp of terminology in order for English Language Learners (ELLs) to rapidly acquire and adapt English and use it with self-assurance.

The Importance of Vocabulary

There is no way to argue against the significance of expanding one's vocabulary when learning a language. The learning of any language begins with the building of a foundational vocabulary, and is then followed by the development of skills in grammar. According to Wilkins (1972), proper grammar is essential for the communication of speakers of any language. Nevertheless, vocabulary is very important since, even without grammar, it is possible to say something, but without vocabulary, there is no way to gain anything. In a similar vein, Harmer (1992) asserted that vocabulary is an important foundational component of language. Words are absolutely necessary for conveying one's thoughts. Therefore, vocabulary is important in all languages and serves as an effective channel for communication,

particularly in a language that is being learned as a second or foreign language (L2). Therefore, students are able to communicate with a higher level of assurance if they have a large vocabulary with which they can describe themselves and convey their thoughts (McCarthy, 1995).

In addition, having a robust vocabulary is necessary in order to acquire English language abilities such as reading, listening to, writing, and speaking in English. According to Langan and Kay (1989), a student's ability to read, write, talk, and listen better is improved when the student has a big vocabulary and knowledge of it. Having an understanding of grammar does not, however, guarantee fluency in either speaking or writing (Krashen, 1981). Therefore, expanding one's vocabulary is an essential part of learning a language (Carter, 2007; Graves & Watts-Taffe, 2002).

Productive and Receptive Vocabulary

The ability of a learner to recall and retain previously taught material as well as the vocabulary-based meaning of a term or concept was productive knowledge, according to Horst and Meara (1999). Webb (2008) defines productive vocabulary as "the ability to produce words in their specific context." Laufer and Nation (1995) stated that productive vocabulary learning is concerned with the learner's ability to write the word/phrase in its specific context. On the other hand, receptive vocabulary refers to directly comprehended words as they are heard, seen, or read (Ringbom, 1998). In addition, Melka (1997) outlined the definition of receptive vocabulary as the capability of pronouncing and writing a word. As a result, the learning curve for new words begins with receptive vocabulary and then proceeds to productive vocabulary, with the latter being more difficult than the former in terms of complexity.

According to Laufer (1998), receptive knowledge is frequently superior to generating knowledge in a variety of situations. A typical illustration of this would be a young toddler who is just starting to talk. They are unable to verbalize the concept or communicate it to others, despite the fact that communication is not an issue for them. A young child is capable of understanding what is being said to them, even if they are unable to voice their desires or requirements. On the other hand, the strategy is completely backwards for students learning a second language.

Learners of a second language have greater productive knowledge than receptive knowledge because they speak and use the words they have acquired

frequently, but they are unable to comprehend them when they are heard, seen, or read. This is due to the fact that learners of a second language speak and use the words they have acquired frequently.

There are two primary types of productive vocabulary, which are confined and free (Cater, 1987). The ability to comprehend words that can be utilized to stimulate conduct is what we mean when we talk about having a regulated vocabulary. On the other hand, when we talk about "free productive knowledge," we mean the use of language when there is neither a requirement nor a particular goal in mind. The way in which the phrase is used is largely dependent on the preferences of the speaker. In conclusion, restricted vocabulary knowledge makes use of words only when they are absolutely necessary, whereas free vocabulary knowledge makes use of words for no particular purpose at all (Schmitt, 2010).

It can be challenging to create a clear distinction between one's receptive and productive vocabulary knowledge. Specific research distinguishes between receptive and productive vocabulary knowledge and identifies subgroups of vocabulary learners (Fan, 2000; Laufer et al., 2004; Read, 2000). These subcategories cover things like recognizing words, remembering them, comprehending them, and using them properly. In a nutshell, there is a continuum with four levels, beginning with the recognition of the phrase and ending with the application of the term in a specific setting (Fan, 2000; Laufer et al., 2004; Read, 2000).

The following levels of difference between receptive and productive knowledge were presented by Vermeer (2001): a) never had any experience with the word, able to identify the word based on its context and tone, but without an understanding of what it actually means, b) can make use of the word and understand what it actually means, c) can make use of the word and understand what it means but is unable to provide a detailed description of either, d) competent in the use, meaning, and comprehension of the word.

The Productive Receptive Gap

The difference between receptive and productive vocabulary knowledge is referred to as the productive receptive gap. According to research, receptive vocabulary information does not immediately convert into productive vocabulary

knowledge. Learners are able to see the gap between them when they first comprehend and then communicate. There is not enough research to explain the difference between receptive and productive vocabulary, despite the fact that this distinction exists (Fan, 2000).

Learners of a second language tend to develop a stronger command of the target language as they continue to study its lexicon. They make use of the new vocabulary as they learn it to enhance their comprehension of issues and their ability to express themselves. Speaking, listening, reading, and writing in a second language are all dependent to a large extent on vocabulary (Chilton & Ehri, 2015).

To help pupils develop their skills, such as reading, teachers use a wide array of instructional strategies. The Iraqi curriculum and textbooks have recently undergone significant revisions, which means that teachers who are used to delivering lessons using more conventional strategies will need to develop new teaching skills. The underlying issue with the previous approaches was that they were repetitive for students because they mostly involved an instructor's monologue of new terminology. This was the primary cause of the problem (Molina, Luisa, Caado, and Luque-Agullo, 2005).

When instructing students in foreign languages, it is essential to equip them with relevant skills and motivate them to cultivate a passion for learning the subject matter. Students are able to absorb linguistic concepts through actions and discussion while learning their original language through the use of physical manipulation (Molina, Luisa, Caado, and Luque-Agullo, 2005). Therefore, in order for students to acquire the concepts, particularly vocabulary skills, language teachers need to orient pupils through physical manipulation.

Increasing One's Vocabulary

English Language Learners (ELL) are people who are learning English as a second language. Beck, Mckeown, and Kucan (2013) provided a Three-Tier Model in which they emphasized that it is the technique that is most ideal for English Language Learners (ELL). This approach lays an emphasis on growing a person's writing and reading vocabulary by drawing attention to the distinctions between everyday words,

words that might have many meanings, and technical terminology. This method not only helps in the process of learning vocabulary by making it more flexible, but it also helps in the ability of English language learners to use English language terms more effectively and with more confidence in their academic contexts and in their day-to-day lives.

This method helps in the ability of English language learners to use English language terms more effectively and with more confidence in their academic contexts and in their day-to-day lives (Beck, McKeown, & Kucan, 2013). On the other hand, it is equally essential for students of English as a Second Language to take an active role in the process of vocabulary acquisition (Hiebert & Kamil, 2005).

Obstacles Encountered While Acquiring Vocabulary Abilities

Learners make regular use of a comprehensive vocabulary for the purpose of communication as well as the expression of their thoughts, viewpoints, and opinions. As a result of the fact that each student's personality and approach to learning is one-of-a-kind and distinctive, different students have variable degrees of difficulty when it comes to the process of developing their writing skills during the process of language acquisition. Students will be dissuaded from studying as a result of the challenges and difficulties that they face, which will also impede them from creating quality work. Students encounter a wide variety of challenges while taking language classes and working on linguistic assignments. According to Misbah et al (2017) findings, one of the most significant barriers that students face in their pursuit of the objectives that are intended for the writing job is a deficiency in their vocabulary.

According to research conducted by Nyang and Bernard (2014), one of the concerns of language students is making spelling errors. When given homework to complete in written language, students experience feelings of anxiety and discouragement. On the other hand, activities that involve writing start with the understanding of correct spelling or terminology. Because vocabulary is so important in the construction of paragraphs and other forms of writing tasks, it directs students of foreign languages in the right direction.

When students have difficulty with punctuation and grammar, their development and growth are stifled, and they are unable to progress in activities that

involve language. The majority of students, according to Afrin (2016)'s findings, pronounce words in the same way as they write them. Any misspellings may lead to incorrect pronunciation, which will present linguistic challenges for both the teachers and the pupils. The vast majority of children, because of problems with their articulation, make spelling mistakes such as writing "ballon" instead of "balloon."

In a similar vein, Nyang and Bernard (2014) argue that learning to spell by heart helps language students restructure accurate spelling and produce new phrases. In addition, Winarso (2016) stressed that in order to successfully accomplish the process of language learning, one must have sufficient motivation, adequate preparation, and use teaching methods that are effective. If the action is not inspired by something, then the results will be insufficient and unsatisfying. As a result, improved success in the tasks associated with language acquisition requires a willingness, motivation, preparedness, and effective teaching methods. Preparation is essential for completing assignments, and this is true for both students and teachers. Arfin (2015) states that a want to learn encourages preparedness, vigilance, and motivation when it comes to the process of developing writing activities.

Anyiendah (2016) found that many students had trouble gaining access to information resources for the purpose of completing writing assignments related to language acquisition. Students who do not have access to sufficient reading and learning resources will have insufficient writing abilities and resources, which will, in turn, increase their learning in language-related tasks. Students who regularly read books and various other forms of reference material will see improvements in their language skills due to the intrinsic connection between reading and writing. Students who make reading a habit have a much greater possibility of expanding their vocabulary and access to a wealth of ideas for creative projects. In addition, neuronal connections are made between one another depending on previously acquired information, which leads to the development of novel and creative writing ideas. Students who have difficulty reading passages and relevant content, as well as students who are not accustomed to reading in class while receiving language teaching, will have a more difficult time composing language-learning project (Arfin, 2015).

In addition, providing students with access to a wide range of texts supports them in overcoming issues and obstacles that they have when studying for language-related assignments and generating written work in that language. Because a lack of

interest in language learning can lead to difficulties in reading and writing assignments, one of the most important topics of discussion is the challenge of inspiring students to participate in writing activities. Several research investigations have shown that this is the case. In addition, studies have shown that the capabilities of students can vary widely, which is a difficulty for teachers (Asep, 2014). Because students' levels of writing ability vary, teachers need to use a number of instructional strategies and methods to help students develop their language writing skills. This is necessary in order to accommodate students' varying degrees of writing ability.

When there are students of varying skill levels in a classroom, it can be difficult for teachers to construct appropriate lesson plans and resources that will satisfy the needs of all of their pupils. It might be challenging for teachers to provide instruction for language-learning activities in classes when the parents of the pupils come from a variety of cultural and religious backgrounds. In addition, the absence of support from parents makes it more challenging for instructors to provide assistance to pupils with language activities. Students who have the impression that their parents do not love and care for them have a reduced chance of being successful in the acquisition of a second language (Gundogmus, 2017).

Last but not least, inexperienced teachers have difficulty teaching. This is because English is considered a foreign language by many people around the world. In order to be effective educators, instructors must rely substantially on the knowledge they have obtained via their own educational experiences. As a consequence of this, their self-assurance may suffer, which will prevent them from being taught effectively.

Modern Methods of Vocabulary Instruction

Costley (2014), stated in his study that technology is now a part of the educational process, and students are taking on more of an active role as a result of this evolution. In this regard, there has been a rise in popularity for both novel and more traditional approaches to the teaching of vocabulary.

Employing the Use of Dictionaries

This is due to the fact that dictionaries are more compact than book volumes and provide simpler access to specific phrases or words. In addition to this,

dictionaries are constantly being updated with new words. On the other hand, due to the fact that culture influences language development, the vast majority of paper dictionaries grow out of date very rapidly and need to be replaced with new versions on a regular basis. Online dictionaries that allow for interactive user feedback and are routinely updated should be utilized by educators as a strategy for addressing this issue. The pronunciations of words are typically included in online dictionaries in addition to the transcriptions.

Use of Flashcards

Utilizing cards is a simple process. The trainers make the playing cards so that they can easily handle them in their hands. On the front of the card is a word that is written in the native language, and there may or may not be a picture of the word being used in its natural setting beside the translation. The grammatical significance is then detailed on the reverse side of the card.

Inclusion of Songs, Poems, and Rhymes

When teaching this ability, the instructors use a tone that is more playful. The amount of time that kids are able to focus on one task varies greatly. Therefore, teachers need to add activities into their lessons that help pupils relax, refocus their attention, and generally feel better about themselves. Because of their recurrence and rhythm, rhymes are easy to remember, making it simple to engage the grammatical structure in spoken communication. This makes rhymes valuable tools for teaching and learning. A Proposed Approach to the Problem Students are educated on a variety of topics via demonstrations, which are used in a methodical manner. It entails carrying out an activity in order to present an image, and it is particularly useful in situations in which pupils have trouble connecting theory and reality. Researchers conducted an experiment as part of their study titled "Demonstration Technique to Improve Vocabulary and Grammar Element in Teaching Speaking at EFL Learners." The purpose of the experiment was to determine the extent to which the use of demonstration improved the grammar and vocabulary of EFL students. Due to the fact that the demonstration's primary objective was to instruct students in speaking, pre-test student involvement was significantly lower than post-test student engagement. The presentation was crucial for training and encouraging students who were just

starting out with their vocabulary. On page four, he also mentions that children were less tense and, as a result, had an easier time acquiring new idioms and language.

There was some research done on it, and it was given the title "Investigation of Innovation Strategies in EFL Writing." The purpose of this study is to investigate the difficulties that students face in terms of their creative abilities. During the course of this qualitative research project, a total of ten educators and eight students took part in semi-structured observations and interviews. The findings of the study indicate that a lack of vocabulary, drive, good feedback, inspiration, and effective instructional methods are barriers to creative writing. In addition, a research study that was carried out in Nigeria and named "The function of modeling in giving superior education" was carried out there.

According to the findings of the study, which investigated several learning and instructing strategies for developing creative writing skills, the demonstrative method was found to be the most successful and suitable option. The researcher claims that using demonstrations as a teaching strategy gives pupils the opportunity to observe the thought processes of their instructors. Language students are motivated to mimic a variety of behaviors through the use of this instructional strategy.

The Importance of Motivation to the Learning Process

According to Krathwohl (2020), the learner is helped in the process of learning as well as in the process of changing their behavior when they are motivated. Cognitive, emotional, and psychomotor learning are the three fundamental areas of development in the learning process. One of the fundamental elements that lies behind all acts taken by humans is motivation. The components that activate action and all of the components that contribute to the upkeep of goal-oriented directions are both included in what we refer to as motivation. Both extrinsic and intrinsic motivation are considered to be valid forms of motivation. A person's extrinsic motivation comes from things and people from the outside world, and it is dependent on things like accolades, certificates, monetary incentives, praises, and social acceptance. On the other hand, intrinsic motivation is something that comes from within a person and is something that never fades away.

In addition to this, the type of motivation that results in big attitude shifts and progression is described below. In addition to this, the type of motivation that results in big attitude shifts and progression is described below. They are able to achieve their objectives with the help of this motivation. Learners are helped in the pursuit of their interests by motivation, which also acts as a directing principle for human behavior in a number of different ways, including the following: a) it boosts individual productivity; b) it encourages learners to take immediate action in any learning area; c) it assists and encourages learners in matters pertaining to their health; d) it makes life easier and more comfortable; and e) it improves well-being and happiness.

In addition, McClellan (2016) shared in his article the fundamental drivers of motivation can be broken down into three categories.

a) **The activation stage.** It is the choice to perform certain acts in an identical manner.

b) **The ability to persist.** It focuses on the efforts that individuals make to achieve goals, aims, and objectives within a predetermined amount of time. Additionally, additional time, effort, and resources are required in order to complete this component.

c) **The degree of the intensity.** This form of motivation requires a significant amount of effort and concentration in order to accomplish what is being sought after. Learners who are struggling to achieve their goals and objectives without sharing the obstacles, challenges, and worries they have are considered to be part of the severity component.

Students benefit from an increase in their energy levels thanks to motivation, which in turn helps them achieve their goals and objectives. It does this by encouraging individuals to think critically, which in turn has an effect on the learning process. Additionally, it is not necessary for learners to be present during the learning process.

This is as a result of the fact that it recognizes the value of reinforcement and attention dialogues in the process of learning as well as education and the performance of students in the classroom through activities. Exuberance and inspiration, for example, foster trust in educational expansion and development by

forcing students to concentrate on educational progression within the appropriate context. This helps students feel more confident about the future of their education. Learners' circumstances require individualized care and attention throughout the course of their academic development and growth (Bhatia, 1997). It is the major responsibility of the instructor to influence students' prevailing attitudes in order to provide pupils with direction, support, and motivation. Motivating factors shed light on efforts that are being made to continue accomplishing the outcomes and purposes that are wanted by society.

As a result, this type of learning performance re-creates an environment in which pupils are able to operate and manage an inspiring setting (Griffin, 2008; Mchane et al., 2000). In a setting that is instructional, the leader of the organization makes use of this as one of the key tools at their disposal. It is necessary for management to have access to such an efficient and effective tool in order to encourage employees and students to achieve the goals that have been set for them. Inspiration must constantly come from the outside in order to boost one's own internal motivation. In this particular scenario, the most important responsibility that falls on the shoulders of the educators at the educational institutions is to classify and carefully debate the various essential services (Griffin et al., 2000; Griffin, 2008). These sorts of motivational ideas for kids contribute to the enhancement of the students' performance as well as their motivation. Both Maslow's notion and Herzberg's concept of inspiration are related to the tenacity of learning, the examination of optimistic thoughts, and the following of efforts inside the institution.

In Jordan, students in the tenth grade participated in a research project that was conducted by Al-Shourafa (2020). The purpose of this study is to investigate the relationship between motivation and writing skills. The research was conducted during the 2011-2012 school year with the participation of 198 male and female second-semester students from the Alkarak School Directorate. In addition, data were obtained through the use of the questionnaire, and both its reliability and validity were appropriately assessed. The findings of the study indicated that both intrinsic and extrinsic motivation were considerably distinct from the other components under consideration. In addition, the findings of the study demonstrated that students who had higher levels of desire were able to improve their creative writing abilities by expanding their vocabulary. In addition, the findings of the study revealed that providing students with positive reinforcement is one of the most effective ways to

motivate them while they are engaged in the process of learning. Students can be positively impacted and innovative thinking can be fostered through the use of rewards, a range of instructional approaches, simulations, and models.

In addition, the authors of the study, Steinmayr, Weldinger, Schwinger, and Spinath (2009), referred to it as "the significance of student motivation for academic achievement." In total, 345 German students in grades 11 and 12 participated in the study. According to the findings of a study, students' perceptions of themselves, their motives, the significance of the activity, and their learning goals changed dramatically across grades. According to the findings of the research investigation, the locations of grades and levels have remained consistent over the course of time. In spite of this, the incentive, incentives, and encouragement help people improve their abilities and get closer to their destination and goal.

Skains (2018) carried out a research project with the working title "approach dialogue: creative action as research." The creative cognitive practitioner model served as the basis for the approach utilized in this study. According to the findings of the research, students are helped in their quest to acquire new knowledge and abilities by innovation in the classroom, motivation, and rewards. Students are able to develop critical thinking skills, increase their conceptual knowledge, and change their learning disposition when they are motivated.

The Use of Many Forms of Media in the Process of Word Acquisition

Several scholars in the field of second language acquisition, such as Willingham's (2009), have looked into the effect that multimedia instruction has on the development of vocabulary. They have shown that the acquisition of a new language is facilitated more effectively by utilizing extra stimuli such as movies and images. It has been shown that enhancing vocabulary acquisition with visual and verbal cues can boost retention and recall of lexical terms. A study of LaBrozzi and Villegas (2020) looked at the influence of numerous different types of multimedia settings, such as "the printed text definition alone, the printed text definition with still images, and the printed text message definition with videos." The findings of the research indicated that the use of video clips along with a text designation for the purpose of acquiring new English vocabulary is a more innovative approach than the

use of photos along with a text designation for this purpose. Films, rather than still images, were shown to the students in the study, and they were able to learn and remember far more of the target language as a result. The utilization of a variety of subsequent cues has the potential to deliver beneficial learning knowledge.

The Practice of Studying One's Vocabulary

The Cognitive Theory of Multimedia was initially developed by Richard Mayer in 1947. According to Mayer, the accumulation of text and images helps humans gain a better grasp of a subject, in addition to developing that comprehension through the use of words. This hypothesis is founded on three primary presumptions, which are as follows: There are two distinct channels for processing information and knowledge; the aural channel and the visual channel each have a limited cognitive capacity. Learning is the process of filtering, selecting, organizing, and conveying facts based on prior knowledge; there are two channels for processing information and knowledge. According to this theory, the human brain can only process a certain amount of information at one time, regardless of the media it is presented in. The mind creates mental representations of the world based on the information that it takes in.

The vast majority of educators are of the opinion that the only effective method for teaching language is through one-on-one interaction in the classroom. Nevertheless, instruction in the classroom is not the only way to increase one's vocabulary. According to Nation (2007), in order to successfully acquire a language, one must strike a balance between the various factors of vocabulary acquisition listed below. The evaluation of students is done in a variety of different ways. Reading fluency tests and written examinations are what is included in them to be marked. The latter is utilized throughout the research presented in subsequent chapters.

Learning via Taking in Information with an Emphasis on Meaning

Reading and listening are the two modalities that are given the most weight in the learning model. Learning from input that is focused on meaning requires the unintentional acquisition of new vocabulary through activities such as hearing and reading. Even though native speakers have a range of study options available to them, this type of learning is considered to be less dependable than deliberate study (Nagy,

Herman & Anderson, 1985). If all three prerequisites are met, then the lesson in question can be given to non-native speakers of the language.

- a) The first language that is unknown to the reader should only account for a small part of the characters—roughly two percent, or one strange word for every fifty coupons.
- b) There needs to be a significant amount of input every year, which might be as many as one million coupons (Hu & Nation, 2000).
- c) Finally, increasing the amount of conscious attention paid to the foreign language will make it easier to pick it up. In addition, it makes it easier for students to learn new terminology by reducing complex concepts (Watanabe, 1997), emphasizing the significance of key terms throughout the text, and incorporating these terms in the glossary.

A well-monitored, well-organized, relatively lengthy reading program that focuses largely, but not exclusively, on reading comprehension and is evaluated is essential to the relevance input stream of a course. This program must also be evaluated. (Please refer to Day and Bamford (1998) and Waring (1997) for a more in-depth examination.) Reading. It is especially important to grade the readings of novice and intermediate learners, as this is the method that most effectively meets the three learning objectives outlined above for the reading mode of learning.

Listening: The information that one obtains via listening is just as trustworthy. It is vital for effective vocabulary acquisition to meet the specific conditions of having a low unfamiliar vocabulary load, a sufficient amount of inputs, and some intentional concentration on terms. Students are exposed to the same narrative on multiple occasions throughout the course of repeated listening, which may have some bearing on the total quantity of information that directly determines repetition. The teacher could stress vocabulary by immediately explaining unusual terms, writing them on the board, or enabling pupils to negotiate the interpretation by seeking clarification. Other options include posting the phrases on the board (Ellis, 1994, 1995; Ellis and Heimbach, 1997; Ellis and He, 1999). Newton (1995) asserts that one of the most effective methods for expanding one's vocabulary is through the process of negotiation. Nevertheless, it is possible to acquire vocabulary in an

educational context that is less specialized and non-negotiable, due to the fact that there are many more possibilities.

Meaning-centered Instruction in the Use of Vocabulary Output

Learning through output that places an emphasis on meaning can be accomplished in a number of ways, two of which are writing and speaking. The transition from passive knowledge to active knowledge is an extremely important step. The expansion of one's vocabulary through the development of productive abilities can be accomplished in a variety of different ways. The first way is to develop activities utilizing images and definitions that encourage readers and students to apply new terminology. These exercises may be found here. The second technique is to involve students in group activities so that they have the opportunity to talk about the meanings of terms that are foreign to them. Typically, these conversations result in beneficial and positive outcomes (Newton, 1995). Thirdly, because learning a particular phrase is an ongoing process, employing a word that is only partially comprehended in either written or spoken communication may improve one's overall grasp of the term.

The authors Joe, Nation, and Newton (1996) established guidelines for the design of communicative activities that increase vocabulary development by the conscious arrangement of textual input in certain activities. These guidelines were used to design communicative activities that increase vocabulary development. The use of repeating, role-playing, or problem-solving conversations that heavily rely on the documented input; encouraging innovative vocabulary use by reshaping the documented input for a specific purpose; and determining which sections of the documented input will likely be used in the assignment are some examples of these guidelines. Other examples include determining which sections of the documented input will be used in the assignment. It is possible that the textual substance of an assignment for writing could serve a similar role in a speaking exercise.

Education through Collaborative Effort

In the English as a Foreign Language classroom, utilizing collaborative group discussion has proven to be beneficial in a variety of ways. Multiple research studies have come to the conclusion that students have a more positive vocabulary learning

experience when they collaborate with their peers as opposed to typical classroom settings in which the teacher is the primary source of information on the subject matter.

Furthermore, according to Fakhrudeen (2021), collaborative learning effectively encourages the linguistic capacity, vocabulary learning, social development, and emotional growth of English Language Learners (ELLs). Collaborative learning requires students to take primary responsibility for their own education by defining objectives for their individual learning endeavors, conceiving of their own tasks and activities, and interacting with the work of their peers in the context of the expectation that they will all gain knowledge from one another. The students' self-assurance in their capacity to learn English improves as a direct result of their collaboration with one another in the process of acquiring new vocabulary and learning how to use it in relevant contexts.

An investigation of the connection between collaborative learning, creative writing, and vocabulary development was carried out by Guerrero and colleagues in 2006. To assist students in developing their vocabulary and writing abilities, teachers made use of the software tools available through CSCL as well as technology that mimicked PBL. According to the findings of the research, the CL required a setting that encouraged activities that involved collaborative learning. The educators who took part in the study praised the tool for its usefulness in relation to communication and language-related activities.

In contrast, Yusuf and colleagues (2019) evaluated the impact of collaborative learning on the vocabulary and skill development of ninth-grade students in one of Kuala Lumpur's schools. Their study was titled "cooperative learning strategies to increase writing skills among second language learners." A quasi-experimental approach was taken in the execution of this study, which also included the administration of pre- and post-tests before and after the main event. The participants' capacity for written expression was assessed with regard to their vocabulary, grammatical accuracy, organizational skill, and mechanical competence. According to the findings of the study, students' test scores improved when teachers implemented Collaborative Learning (CL) in the classroom. In addition, the research showed that children's literacy levels improved as a result of exposure to CL programs in schools. In addition, the researchers suggested the implementation of collaborative learning

strategies in language schools as a means of improving young people's creative writing abilities.

Furthermore, Le-Janssen and Wubbles (2018) looked at the data collected from 19 teachers and 23 students who were enrolled in the pre-teacher education program at the University of Vietnam. The study was titled "Collaborative learning practices: teacher and student collaboration," and it was conducted in the United Kingdom. The findings of the study indicate that collaboration is an effective means of addressing all four of the issues that are commonly encountered in teaching and learning activities including the teaching of vocabulary. Inadequate abilities for working together, free riding, the reputation of being a competent individual, and friendship are all examples of hurdles. In addition, researchers emphasized the three critical antecedents that contribute to the challenges associated with collaborative learning. One of these is the disproportionate focus that instructors put on the cognitive aspect of CL, which ignores the collaborative learning element and collaboration abilities.

In addition, Gull and Shehzad (2015) carried out a study that involved 63 female students enrolled at the final year of high school in Pakistani public universities. The research was carried out utilizing a methodology known as quasi-experimental design. In order for the learners to differentiate between the control group and the experimental group, they were monitored based on the results of pre- and post-tests. During the course of the research project, which lasted for a total of eight weeks, a variety of collaborative learning methodologies, such as STAD, TGT, and Jigsaw, were applied in schools. There was a statistically significant difference in performance between the control group and the experimental group both before and after the therapy ($p = .000$). The outcomes of the study suggest that participation in activities that involve cooperative learning has a beneficial effect on academic attainment.

Additionally, Backer et al. (2018) carried out an action research study with the working title, "the influence of collaborative grouping on middle school student involvement." An action research project was conducted to investigate the impact that collaborative grouping has on the participation of students in technological, scientific, engineering, and mathematical subjects in the classroom. The students' research participants were separated into categories based on their emotional, cognitive, and behavioral characteristics. Techniques for working together as a group were addressed

throughout the training. The findings of the study indicate that students benefit significantly from participating in collaborative learning activities. The crucial communication skills of students can be helped along in their development by using these tactics for collaborative learning. In addition, collaborative teaching strategies improve the experience of students in the classroom by making it easier for students to form groups, by instructing students on how to interact with one another effectively, and by increasing student participation in the process of learning.

The findings of the study led the researchers to the conclusion that students can be motivated to achieve the desired levels of achievement if they are taught creative writing techniques using collaborative learning strategies. Students' abilities to write creatively improve as a direct result of participating in collaborative learning activities. These activities improve the teaching and learning environment by encouraging students to learn from one another and to provide assistance to one another through the work they do in groups and individually. In addition, when students watch one another work, they generate a large number of ideas, which they then develop further through inventiveness, creativity, and the production of original and creative paragraphs based on the concepts presented by other members of the group. The use of these strategies is beneficial for instructing students in language classes on subjects connected to vocabulary development and creative writing. As a result of this, it is strongly suggested that educators of foreign languages develop and use collaborative teaching approaches in their classrooms in order to enhance the efficiency of their student's education.

Engellant (2014) did research on interactive online learning methodologies that are used in computer literacy programs in the United States (US). The research focused on creativity, communication, critical thinking, and collaboration among students. The objective of the research was to determine whether or not students gained a greater understanding of the material whether they were exposed to it in a setting that encouraged collaborative learning or when it was absent from the setting.

The findings of the study suggest that in order to enhance students' conceptual comprehension and vocabulary development, educational institutions such as colleges and universities should use strategies for collaborative learning. According to the findings of the study, online classrooms that make use of collaborative techniques do significantly better than online classes that make use of collaborative tactics. According to the findings of the aforementioned study, online classrooms present

significantly enhanced prospects for academic growth. Students will learn more quickly and effectively when online lessons, both formal and informal, are combined with collaborative learning strategies. Cooperative learning approaches, in contrast to individualized learning, enable all students to learn from one another, and the viewpoints they share serve to clarify concepts.

In conclusion, the significance of learning through collaborative activities has been demonstrated by prior studies. It is possible that CL has a significant impact on the vocabulary acquisition of ELLs. Given that one's skill in a language is measured by his or her grasp of the terminology and its application, peer groups allow for the sharing of information, which helps in the development of learners' vocabularies.

Using Available Technology

Technology has been a significant contributor to the improvement of people's lives across a wide range of industrialized civilizations. Recent developments in science and technology, such as mobile phones, laptops, notepads, and other electronic devices, have made life more comfortable and luxurious than it was in the past (Yip & Kwan, 2006). In a similar vein, combining different approaches to teaching with the use of modern technology produces fruitful outcomes.

A study that was conducted in Japan by Thornton and Houser (2005) found that university students who use mobile phones acquire more vocabulary than those who use traditional study techniques such as paper and pen or web-based learning. The research was conducted at a university in Japan. The widespread usage of mobile technology, as well as the fact that it is a more manageable and effective teaching instrument for language learning, contribute to the fact that technological advancements assist in the surmounting of these challenges. According to the aforementioned research, sending text messages was found to be an extremely effective method of teaching English idioms and vocabulary to EFL students (Hayati, Jalilifar, & Mashhadi, 2013).

Animated Videos

The use of mobile technology has been shown to improve students' learning and to bring about a shift in students' attitudes and actions, according to a research study that was carried out by Wang, Shen, Novak, and Pan (2009) in classrooms that

had a significant amount of diversity. Images that provide the impression of movement are known as animated images. In an animated film, the characters or drawings give the impression that they are moving. According to Harrison and Hummell (2010), the illusion of motion can be created through the rapid presentation of still images for a short period of time. In a similar vein, Brown et al. (1977) described it as a series of films made up of graphics that, when aired, give the impression that they are moving. Animated movies create the illusion of movement by swiftly presenting a series of still images or frames one after the other.

This approach divides a continuous action into discrete frames, which can take the form of photographs, paintings, or computer-generated graphics rather than moving pictures. The beginning of the animation consists of several frames of separate pictures being pieced together to form a continuous movement. When the images are viewed one after the other in rapid succession, the phenomenon that results is called animation. (Parent, 2012).

Since the 1960s, computer animation has been acknowledged as a technology that has practical applications, and its popularity has continued to rise alongside the development of other technologies. The integration of digital computers and graphical output devices is becoming increasingly useful. Animation became one of the most reliable and complicated means of picture creation in the postclassical era as a result of simulations of color, quality, drafting, opacity, lighting, texturing, and drawing. In addition, before the invention of computer animation, a style of animation known as pre-classical animation placed an emphasis on animation language, including motion control, 3D lens, the camera, and the construction of bridges between events (Sitro, 2013).

Employing Animated Videos in the Classroom

The instructors have a responsibility to effectively prepare for the usage of various forms of media in the classroom. In Nurmayasari (2011), Sand (1956) and Brown et al. (1983) proposed a number of strategies for utilizing movies and audiovisuals in the classroom setting of English language instruction. Become familiar with your role as an educator first and foremost. The instructor is required to give a run-through of the movie and provide feedback on what they saw before

displaying it to the class. It's possible that the lecturer will have a few students watch the film and then debate their thoughts afterward. The second step is to get the environment ready. After the completion of the filming phase, the next step is to ensure that the classrooms are as pleasant an environment as is practicable. Students should have a clear view of the video at all times while they are watching it, so it is important that a computer and a loudspeaker be placed in the optimal locations. After the atmosphere has been set, the next step is to get the pupils ready.

When students watch the movie, the teacher should explain to them why they should and what benefits they will receive from doing so, and then help them understand the video. The teacher could also ask the pupils to talk about the content of the movie and relate it to what they already know or what they have yet to learn. After the pupils have been prepared, you should show the movie to them. While the students are watching the movie, make sure they are comfortable and try your best not to interrupt the viewing experience by asking questions.

Finally, it is important to do a follow-up. After the students have watched the video, the instructor will quiz them on what they thought about the information presented in the film by asking them questions about it. They also have the option of talking about the video with a companion. It is vital to conduct a follow-up in order to find any more misunderstandings. There are many benefits to using animated videos in language education. In the event that it is essential to do so, the instructor may present the material once again in order to clear up any confusion. Animated movies make for more successful and productive learning and teaching in English as a Foreign Language (EFL) courses.

The usage of animated films not only helps students perform better, but it also encourages students to develop an interest in reading and better understand the material being presented to them. Using these animated animations, you may inspire those whose preferred mode of learning is visual (Chilton & Ehri, 2015). In addition, as the educational process evolves to become more collaborative and participatory, the utilization of animated films contributes to the enhancement of students' reading and writing abilities (Khalidiyah, 2016). Gagne (1988) and Dahar (1996) created the idea of learning outcomes and suggested that the cognitive process and the contemporary learning theory share parallels. Both of these researchers published their findings in the academic journals Gagne (1988) and Dahar (1996). This concept

places an emphasis on students acquiring knowledge through an internal process, as well as learning and thinking as central activities in the educational experience.

Therefore, watching animated videos can hasten this type of cognition and improve the learning process as a whole. According to Harrison and Hummell (2010), the learning process may be broken down into eight distinct phases: motivation, recognition, acquisition, retention, dialing, transfer, giving answers, and reinforcement. The process of learning relies heavily on motivation, and teachers play a significant part in invigorating students to expand their vocabularies by acquiring new words. Learning a new process requires a lot of practice and exercise in order to accomplish the goal of word recognition. Students will only be able to recognize new terms if they are familiar with both the meanings of those terms and how they are used. The process of retention entails remembering the grammar and vocabulary that was taught. This process moves recently learned material from working memory to storage in the long-term memory. It ensures that students will not forget the new terminology they have learned and will instead store it in their memories. Information is recovered from memory and utilized while the dialing operation is being carried out. The transfer involves employing previously gained knowledge in order to find solutions to issues. Student reactions to freshly acquired knowledge are one example of a response that may occur during the learning process.

The phase in which the student replies to the newly supplied information is called the response phase. The maintenance of data that has previously been recorded in memory is what the reinforcement consists of. It guarantees that the learned information will be put to use by the learner in some fashion.

As a result, pupils can be motivated throughout the reinforcement stage by watching animated films (Ali & Allawi, 2017). The effectiveness of the learner can be significantly improved by using animated videos as a teaching tool. Students are better able to comprehend what they are reading as a result of the animated videos' contribution to a learning environment that is more engaging (Harrison & Hummell, 2010). It is essential for the long-term retention of language in conversation or reading and writing that vocabulary be taught and learned through animated films and pictures. The usage of animated movies in the classroom to teach and learn vocabulary has been shown to improve linguistic recall (Moeller, Ketsman, & Masmaliyeva, 2009).

Aspects of animated videos that are unfavorable. One of the most major limitations is the fact that using films requires a large investment of time. Because there is only so much time available in class, teachers can usually just show a section of the film. The solution to this problem is to choose a video that is neither excessively long nor inadequately short in length. The teacher also has the option of picking out a segment of the movie that will help the pupils improve their language abilities in a more significant way, and this may be done at any point during the lesson. In addition, because the instructor is the person who is responsible for setting up the equipment in the classroom, prior to the beginning of the course, the instructor could want some technical assistance. The instructors could ask the students for assistance in setting up the necessary equipment. In order to facilitate more fruitful interaction between the instructor and the pupils, teaching-learning activities absolutely require the utilization of a room with sufficient space.

The Instructional Method Employing Animated Videos

For the instructor to make effective use of instructional media in the classroom, adequate preparation is required.

1. Making Preparations for Oneself

Before showing the video to the class, the instructor should watch it first and make some mental notes about what they see on the screen. The teacher might ask a few students to watch a sneak peek of the movie and then discuss their thoughts afterwards.

2. Creating the conditions for the activity

After the completion of the necessary preparations for the film, the next step is to ensure that the classroom is as cozy as possible. It is important to arrange the classroom in such a way that each student has an unobstructed view of the movie even while they are seated in front of a laptop or desktop computer.

3. Student preparation

It is the responsibility of the instructor to ensure that the students have a clear understanding of why they should watch the movie and how doing so can benefit them. The teacher may also choose to have a discussion with the class about the

content of the video and how they can relate it to what they already know as well as what they have yet to learn.

4. Giving a presentation of the video

It is important to ensure that the students are relaxed while watching the film, and you should make every effort to present it without any interruptions, such as students asking questions during the movie.

5. Continuing with the follow-up procedures

After the students have finished watching the video, the teacher will ask them questions about the information presented in the video to get a sense of what they thought about it. In addition to that, they could talk to a fellow student about the video. The essential follow-up is required to determine whether or not there was a misunderstanding. In the event that it is required, the instructor may perform the demonstration once more in order to clear up any confusion.

Pedagogical Aims and Objectives Learning

LeLoup and Ponterio (2017) mentioned in their article that pedagogy consists of multiple components, including instructors, students, instructional materials, and learning environments. To achieve the learning objectives, they must collaborate from one system to the next. The instructor imparts a variety of knowledge that must be learned by the pupils, and the students absorb and process information in various ways. Students may be unable to collect and study all assigned content due to their limited capabilities. The final outcome of the learning process can be observed and evaluated. The outcomes of a student's studies may reflect their proficiency in the following units of education-level learning programs. The categories of learning outcomes are cognitive, emotional, and psychomotor. Learning outcomes may be described as a change in student behavior as a result of a learning process that involves the student's mastery of the learned knowledge and skills.

The external condition, meanwhile, is an external stimulation that may facilitate the learning process. The instructor influences the learning environment's external conditions. How the instructor generates and provides superior learning conditions for students to excel. Failure in the research was attributable to the individual's abilities and information disruption, which creates obstacles for recalling what they have learned. The unity of ideas in knowledge if the underlying concepts involved in the generation of new concepts are fully understood. It is recommended

that a collection of knowledge, also known as learning sets, be used for effective learning. This body of information can be conceptualized as a hierarchy of sub-concepts, each of which corresponds to a specific concept's place in the totem pole of the concept tree. A collection of lessons that follow a logical progression from one skill level to the next is what makes up a structured learning program. You need to have a solid grasp of the information presented thus far before moving on to the next topic.

Creating a Syllabus

The quality of a syllabus is a reasonably reliable indicator of the quality of instruction and learning that will take place within the context of that curriculum (Woolcock, 2006). Therefore, it is in the best interest of teachers to put in the effort to create a syllabus that is of high quality. The outcomes of that effort might be beneficial not just to the instructor but also to the pupils he or she teaches.

Students can learn what the course is about, why it is being taught, where it is headed, and what will be required of them to be successful in the course by looking over the syllabus (Altman & Cashin, 2006). Teachers are able to avoid a wide variety of student complaints and misunderstandings throughout the course of the semester if they communicate their expectations in a clear and concise manner. Additionally, it demonstrates to the students that you take your job as a teacher seriously (Davis, 1993). Last but not least, keep in mind that for some students, the course outline will be their very first encounter with the material, and the information it contains will likely influence their decision on whether or not to enroll in the class.

The process of developing a syllabus, especially for vocabulary learning, can be a reflective exercise that leads the instructor to carefully consider his or her philosophy of teaching, why the course is important, and how the course fits in the discipline, in addition to what topics will be covered, when assignments will be due, and so on (Eberly, Newton, & Wiggins, 2001; Grunert, 1997). This can be a really eye-opening experience that ultimately leads to a more successful outcome. Because of this, the syllabus can be viewed as both a personal and a professional document. When a syllabus reflects the instructor's feelings, attitudes, and beliefs about the subject matter, teaching, learning, and students—in addition to setting out the "nuts and bolts" of the course—the syllabus can serve as a guide to the instructor just as

much as it serves as a guide to the class. This is because when a syllabus reflects the instructor's feelings, attitudes, and beliefs about the subject matter, teaching, learning, and students, the syllabus sets out the "nuts and bolts" (Parkes & Harris, 2002).

Related Studies

It is believed that the introduction of animated films will boost students' motivation to read, as well as their grasp of subjects and their performance in learning. This perspective on the results of learning is identical to that held by Gagne. One of the capacities that can be observed as a result of learning is intellectual ability, as stated by Gagne (1988) and Dahar (1996). A separate intellectual talent that falls under the umbrella of intellectual abilities, cognitive strategy is characterized by an emphasis on learning and logic.

According to Gagne (1985) in Dahar, in contemporary learning theory, a cognitive strategy is a technique of control that is used by learners to choose and alter how they pay attention, acquire, memorize, and reflect on new information (1996). The use of animated cartoons as a form of communication, as stated by Gagne (1985) and Dahar (1996), is associated with the eight-phase process model, which consists of recognition, motivation, retention, acquisition, communication, and transfer, delivering responses, and reinforcing. Animated films meet the criteria for a method that can motivate students to learn from the beginning until they reach the level of reinforcement that would be expected after viewing the animated film. This level of reinforcement can be expected after students have watched the animated film. It is possible to provide feedback in the most time and effort-saving way possible.

According to Brown et al. (1997), the use of animation in active learning has several benefits, including a) reducing some cognitive impairments in learning, b) assisting students in overcoming some possible barriers, c) introducing a range of events in a continuous sequence to provide a unique visual experience to have a more profound comprehension, d) allowing students to create actual action or visualize an event or situation, and f) assisting in evaluating a product.

The utilization of animated videos created specifically for educational purposes in the context of the classroom has increased in recent years. According to Harrison and Hummell (2010), students can boost their knowledge and level of skill with a variety of instructional resources by watching animated movies. The most

fundamental animations can be used by both students and teachers to explain a wide variety of concepts in a wide variety of ways. The use of animation has the benefit of making the comprehension of abstract ideas easier for pupils to achieve. According to Hegarty (2004), the development of technology has made it possible for animated films to provide greater visual presentations than multiple phenomena and abstract knowledge. As a result, the quality of teaching and learning, as well as the quality of the outcomes, has been significantly improved.

According to Bogiages and Hitt (2008), the use of animations in the teaching process helps to increase students' levels of interest, comprehension, and capabilities in group endeavors. In addition, Hanoi (2010) investigated the utilization of movies and videos within the context of vocabulary education. One hundred students in the tenth grade from a single high school made up the sample for the research study. The findings of the study came as a surprise to the researchers because educators were unable to effectively teach vocabulary through the use of animation and videos. As a result, the findings of the study suggested that animation and video-based vocabulary training also requires effort on the part of the instructor. If teachers do not use effective educational approaches when using animation and movies, then one cannot anticipate the results of their efforts. Despite this, the students saw improvements in their pronunciation, motivation, and recall after seeing the movies.

In addition, Abu Algilasi (2010) investigated the effect that animation has on the performance of students in each of the four aspects of the English language: reading, writing, listening, and speaking. The research was carried out on 125 Palestinian pupils who were enrolled in the fifth grade. The results of the study indicated that there was a discernible split in terms of the academic performance of the students who were assigned to the experimental group against those who were assigned to the control group. The results of the research indicate that there is a connection between one's level of achievement and four different talents that the experiment may evaluate. In recent years, there has been a significant growth in technological advancement. As a direct consequence of the expansion, new animation techniques have been developed. Subtitles are now available for animations. Subtitles are text files that are played along with the movie and provide a written representation of the dialogue that the characters are speaking. According to the findings of a study conducted by Metruk (2018) and titled "The Effects of Watching Authentic English Videos with and without Subtitles on Listening and Reading Skills of EFL Learners,"

it was determined that the use of subtitles does not have a significant impact on the learner's ability to comprehend vocabulary. In addition, research carried out by Karakas (2011) indicates that the use of subtitles has no impact on the English comprehension of people who are learning the language. According to Parent (2012), animations can be classified as either traditional or vector-based in 2D.

The generation of motion in conventional animation (2D, cell animation, hand drawn), also known as traditional animation, is accomplished by the creation of frames by hand sketching on paper or other physical materials. This was the first kind of animation, dating back to a time when digital computers were utilized to create moving images (Witting, 1999). This technique involves the production of a storyboard that is reminiscent of a comic book in order to generate a narrative based on the rapid movement of the images (Witting, 1999).

Animation based on 2-D or vector graphics Animation in the traditional sense is analogous to animation in two dimensions and animation based on vectors. In addition, the motion of this type of animation is generated manually. The method utilizes sketching, typography, and technical imaging in addition to using images that are only two-dimensional. In comparison to the computer-based technologies used for 3D animation, the 2D animation technique offers greater control and flexibility.

Students have an easier time understanding what they are reading if the classroom setting is made more interactive (Harrison & Hummell, 2010). It is essential for the long-term retention of language in conversation or reading and writing that vocabulary be taught and learned through animated films and pictures. The usage of animated movies in the classroom to teach and learn vocabulary has been shown to improve linguistic recall (Moeller, Ketsman, & Masmaliyeva, 2009).

Conclusion

In this chapter, the theoretical framework, as well as a significant number of pertinent papers and pieces of literature, were discussed. On the basis of the literature and research, learning outcomes may be described as the capacity to learn that students acquire after engaging in the learning process for a given duration. In a general sense, learning is a process that involves utilizing a natural activity in order to achieve significant change through the application of repeated practice.

CHAPTER III

Methodology

The purpose of this chapter is to discuss the methodology, including the design of the study, the sample population, the sampling procedures, variables, research instruments for collecting data, as well as methods of data collection and analysis. Using animated videos, this study examines the effectiveness of vocabulary learning among students at a private institution.

Research Design and Procedures

The study was conducted at one of the private institutions in Iraq. The institute organizes departmental workshops and laboratories. In fact, the English Department of the institution has employed pre-intermediate and intermediate-level students aged 19 to 22 who were chosen for this study to investigate the effectiveness of animated videos for vocabulary learning.

This study implemented a quasi-experimental research design. According to Thomas (2020), a quasi-experimental research aims to establish a cause-and-effect relationship between an independent and dependent variable. However, unlike a true experiment, a quasi-experiment does not rely on random assignment. Instead, subjects are assigned to groups based on non-random criteria. It is a useful tool in situations where true experiments cannot be used for ethical or practical reasons.

In this case, the researcher utilized the quasi-experimental research approach in a controlled environment by introducing the intended causal agent, which in this case was the use of animated videos to observe the effect on vocabulary learning. In order to study the relationship between the two variables, the researcher also used a quasi-experimental research methodology since it can be used to identify the source and effect of the variables.

Based on the above-explained quasi-experimental research design, the researcher randomly assigned the pre-intermediate and intermediate-level students in the English department into two primary groups: the control and the treatment groups.

The total number of students belonging to the pre-intermediate and intermediate in the English department was 60. The study designed and provided these students with an English proficiency test before carrying out the study to ensure

they had the same level of English proficiency (see Appendix B). After the English quiz assessment, the researcher randomly selected students to be included in the control and experimental group.

Out of the 40 students obtained from the English test exam, the researcher then used random sampling to obtain 20 students for the control test group and 20 students for the test group. The researcher used a random sampling method, which gives every participant an equal chance of selection thereby eliminating the chance of biasness (Baarda, 2009). This method was used in dividing the group of students into two subset groups since a baseline factor had already been introduced and each student up for selection would provide results that represent the whole population.

This study employed words and animations as an intentional communicative approach to teaching English as a Foreign Language. It followed the communicative approach to enhance English vocabulary learning for EFL (English as a Foreign Language) students. The communicative approach has replaced the dull, traditional, and mechanical exercise types used long ago for teaching English as a second language, with a magnificent diversity of exciting and engaging practice pursuits (Swan, 1985).

The study utilized informative animation of particular words and their application in different situations or themes. It is vital to have a thorough understanding of the vocabulary of the new language that the students are learning and studying. In formulating the vocabulary or the 78 words to be included in the eight-week lesson, the most fundamental factor that was considered is whether or not it is receptive or productive. In addition to this, those who are learning English need to have a strong command of both the productive and receptive vocabularies. Also, the vocabulary words used in the lessons were the key terms that students must learn based on the specified themes (see Appendix K).

A distinctive characteristic of the current study is the multidisciplinary learning potential of animated videos application. This approach is promising for collaborative learning tasks that permit better peer support (Hung 2015, p.107).

Animated Video

The rapidly accelerating development of technology has led to a multitude of educational advancements, particularly in the area of vocabulary instruction. In addition to textbooks and various other interesting and engaging activities, which provide student-centeredness, autonomy, interaction, and connectivity, English language teachers in particular make use of a variety of audio-visual resources to support the teaching process. These resources include video and audio recordings. Videos such as movies, songs, and PowerPoint presentations are frequently utilized in today's classrooms, which are moving away from the more traditional method of instruction known as the lecture.

Video materials are no longer just a part of everyday life; they are also being used as an effective technique for teaching English to all learners, both inside and outside of the classroom. Learning and instructing will be able to become more engaging and relevant as a result of the advancement of technology, which will require educators to transition away from the traditional classroom setting and toward the use of online resources and videos.

Students have the potential to learn vocabulary more effectively from watching animated videos, and they may maintain their focus on the auditory content. On the other hand, it has the potential to offer a language-learning environment that is truer to life, raise students' levels of interest in the study of English, and to improve students' overall linguistic competence.

Thus, considering the nature of this study, it is more interactive to educate learners through an animated video. In this study, the researcher designed seventy-eight animated videos that were used by the experimental group during the eight-week conduct of the vocabulary lessons. The animated videos were originally made by the researcher and were patterned with the lesson plan used for the class. Since it was used as supplementary material, the videos run only for 5 to 6 minutes, highlighting the set of vocabulary to be learned by the students in the specific week. To ensure that the animated videos were valid and accurate to the level of the students and to the subject matter, the videos were evaluated and critiqued by experts before being used as material in teaching (see Appendix J).

Control Group

A control group, as defined by Thomas (2020), receives either no treatment or a standard treatment whose effect is already known. In this study, the controlled group consisted of student-participants who took the English vocabulary lesson without any treatment or intervention. It has considered the traditional way of teaching and learning the concept. The students did not experience learning vocabulary through animated videos. The vocabulary lesson taken by the students lasted for eight weeks.

For the first week, the theme of the lesson was about conflict. In each week, there were target vocabularies to be learned and used by the learners (see Appendix K). The procedures indicated in the lesson plan that was constructed was consisted of six steps: the warm-up activities, presentation of the lesson, presentation of concepts, practice of the lesson, production, and closure. The materials used in teaching the concepts were flashcards with the description of vocabulary items in the course module and the reading passage. An assessment was also given to the students to test the level of learning they have gained.

The second to eighth week had the same steps and procedures in delivering the lesson. The only difference was there were more target vocabulary in every week and the words became more complex. Different activities and assessments were also assigned to the students in each week (see Appendix D).

Experimental Group

On the other hand, according to Thomas (2020), the experimental group, also known as the treatment group, receives the treatment whose effect the researcher is interested in this study, the students in the experimental group took the English vocabulary lesson with the aid of animated videos.

Like the control group, the experimental group also took vocabulary lessons for eight weeks. Same topics, themes, concepts, and target vocabulary were given to the experimental (See Appendix K). However, the experiment group received the treatment wherein the lessons discussed were delivered with animated videos and scenes from different animations (see Appendix E).

Participants and Sampling

The participants in this study were pre-intermediate to intermediate-level students, aged between 19 and 22, from the English Language Department. From the 40 students, 22 males and 18 females, who passed the English exam, the researcher selected 20 for the control group and 20 for the test group by a random sampling procedure. As defined by Baarda (2009), random sampling is a probability sampling technique of choosing a sample of observations from a population to make assumptions about the population. A random sampling method was used by the researcher to divide the population of students into two subsets since a baseline factor had already been introduced and each student was expected to provide information representative of the whole population. The method provided equal opportunity to all participants, thereby minimizing the possibility of bias.

Table 1.

Participants' Profiles

Variable	Participants Age Group	No of Participants	Percentage (%)
Participants age	19	10	25
	20	9	22.5
	21	11	27.5
	22	10	25
Gender	Male	22	55
	Female	18	45

Data Collection

A test method and a questionnaire were used to collect the data for this study wherein an examination of vocabulary was included in this study. An examination was used in order to gauge the student's knowledge of English vocabulary. Through the use of animated videos, the test results were used to identify students' interests and learning capacity. An examination of vocabulary is given to students in order to assess their knowledge of word definitions (Heaton, 1975). There were two tests administered, a pre-test and a post-test.

Pre-test

The very first evaluation for the students was through a pre-test. The goal of the pre-test was to determine the knowledge of the students of English vocabulary. Question types include multiple-choice, short answer, and sentence completion, all of which focused on vocabulary (see Appendix B). The total number of questions is 60. After the students took the pre-test, treatment was administered. Students were taught English vocabulary through the use of cartoon videos and animations.

Post-Test

A post-test consisted of questions given following the presentation of the course. After a particular lesson, it is used to assess the students' knowledge and understanding. Reading, listening, writing, and speaking are sections of both the pre- and post-tests.

There were two sections of the reading section: the first contained multiple-choice questions and the second contained word definitions. In the listening section, the examiner dictated 20 words to the students, which they were then required to write down. There are four sections in the writing section. Each student received five words to use to construct a sentence in the first section. In the next section, students were required to fill in the blanks with the given words. Students were required to answer a question in the final speaking section.

Research Questionnaire

To get the feedback of the students on the pre and post-tests and the use of animated videos in vocabulary learning, a survey questionnaire was also given to the students. The questionnaire is divided into two sections. Section A is a checklist asking about the personal information of the participants, and Section B contains six questions about the use of animated videos. The students answered the questions in Section B based on the 5-point Likert scale. The questionnaires were distributed personally by the researcher during the free time of the student-participants.

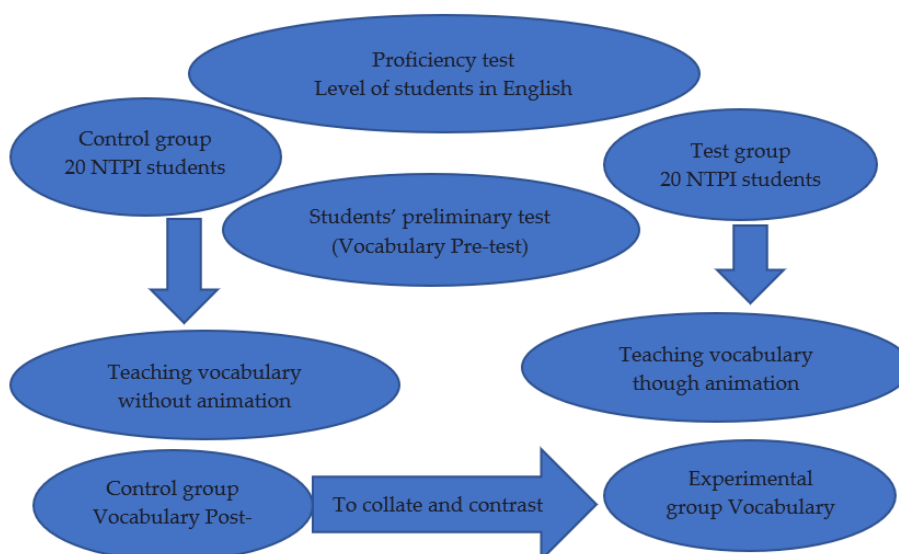


Fig. 1. Diagram illustrating the process of data collection.

Data Analysis

This study utilized a descriptive data analysis method in order to analyze quantitative data obtained from the final English quiz written by students from both the control and experimental groups. Considering the nature of the research study, which involves generating a causal relationship between animated videos and ease of learning new vocabulary, the researcher acknowledged the ability of descriptive analysis to describe the relationships between the variables.

The data for the pre and post-tests and survey questionnaires were gathered personally by the researcher.

Pre and Post-Tests

The pre and post-tests of the students were checked by the English teachers of NTI with the assistance of the researcher. The scores were collected, tabulated, and analyzed by the researcher through statistical formulas such as mean average and t-test. To ensure the correctness and validity of the results, the data were computed through the use of SPSS. The highest and lowest scores of the control and experimental groups, for the pre and post-tests, were also identified to check the

significant improvement after the use of animated videos. The results were then used in accepting or rejecting the formulated hypotheses of the study.

Questionnaire

On the other hand, the responses of the students on the questionnaire were analyzed through frequency count and percentage with the given descriptive interpretation such as Strong Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Reliability of Research Instrument

The consistency with which a measurement tool or technique produces the same results after several tries is known as reliability (Carmines, 1979). Therefore, in this study, it was determined whether the developed data collection instruments, such as tests and questionnaires, could produce predicted results across department. The use of different tools to the respondents helped to triangulate the truthiness of data. The results were analysed through Cronbach's Alpha, which is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance (Collins, 2007).

Table 2.

Reliability Test of the Instrument

Dimension	Average	Cronbach's Alpha	Interpretation
Reading Test	2.911	.813	Good
Listening Test	3.000	.830	Good
Writing Test	2.867	.726	Acceptable
Speaking Test	2.787	.729	Acceptable
<i>Overall</i>	2.883	.879	Good

Legend:

<i>Alpha Cronbach</i>	<i>Degree of Reliability</i>
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.91$	Good
$0.70 \leq \alpha < 0.80$	Acceptable
$0.60 \leq \alpha < 0.70$	Questionable

$0.50 \leq \alpha < 0.60$	Poor
$\alpha < 0.5$	Unacceptable

As seen in table 2, the dimensions of the instrument used for pre and post tests were rated and interpreted as good and acceptable. After validating the instrument, only a few items were revised and finalized.

Validity of Research Instrument

The ability of the research tools to measure what has to be measured is known as validity. Without reliability, a measurement method cannot be considered valid. It would be exceedingly challenging to determine which study could be trusted and which should be completely discarded without dependability and validity (Mattick,1998). The tools for this research were piloted to see if they collected data and measured what was anticipated in order to check for validity. The researcher also asked for the expertise of the English Professors of the NPTI (see Appendix J). They evaluated and gave necessary suggestions and comments on the constructed tests and questionnaires to ensure that the instruments will provide the necessary data for the study. After being evaluated by experts, the researcher revised and finalized the instrument until approved by the evaluators.

Ethical Approval

This study was carried out upon receiving the ethical approval from Near East University (see Appendix H). The researcher considered the ethics of conducting research. Initially, the researcher informed and asked permission from the respective department head of participants to carry out this study as well as requested assistance for the conduct of tests and distribution of questionnaires. Upon approval, the researcher distributed consent form to the teachers and students informing them about the purpose and objectives of the study. The respondents' participation in this study was free from coercion or any potential harm. Also, the tests and questionnaires were answered by the participants during their free time to avoid disruption of classes.

To keep the confidentiality of data, the identified personal information of the respondents was not available to or accessed by anyone but the researcher. As to the

sharing of the results, it is possible to be shared on research colloquium and fora as well as for publication without mentioning the details of the individual participants of the study. It was rest assured that personal information and confidential results, if there are any, will not be divulged nor be discussed without the consent of the participants. The names of the respondents were also not required to observe anonymity.

After gathering and analyzing of data, retrieved tests and questionnaires were stored only by the researcher. The final draft of this study was evaluated in an online application to ensure that the final copy is free from errors and plagiarism. The researcher declares that there is no conflict of interest in the conduct of this study.

Conclusion

This chapter discussed the methodology of the study particularly the research design, the procedure for data collection and analysis of the results, and the ethical consideration. The different groups, control and experiment, and its participants were also discussed.

CHAPTER IV

Findings and Discussion

Participants in this study were divided into two groups, the experimental group, and the control group. Students in the experimental group were taught using animated videos, while those in the control group were not. In this chapter, the differences between these two groups are discussed and the results of the tests and questionnaires are interpreted.

This chapter is organized to answer the following research questions of this study:

1. What is the performance of the English as Foreign Language (EFL) students who learn vocabulary items through animated videos compared to the English as a Foreign Language Students who learn vocabulary items without animated videos?
2. What are the perceptions of English as Foreign Language students towards learning vocabulary through animated videos?
3. How effective are the animated videos in enhancing the vocabulary of English as Foreign Language students?

Learning Vocabulary with Animated Videos

The experiment group includes students who were taught an English vocabulary lesson with the aid of animated videos. There were 20 students who were classified as participants. Students in this group took the pre-test and post-test and the results were analyzed through statistical formulas such as mean and standard deviation. The results are shown in the tables below:

Pre-Test

Table 3 shows that the higher score of the student in the experiment group was 89 while the lowest was 44 having a mean score of 67. The results show that some participants performed well while others did not. To enhance the student's vocabulary, it is necessary to apply teaching techniques.

Table 3.

Result of the Pre-test of the Experimental Group

Participant Number	Points	Participant Number	Points
21	44	31	68
22	56	32	69
23	67	33	77
24	58	34	75
25	77	35	55
26	89	36	59
27	86	37	71
28	73	38	71
29	58	39	70
30	45	40	81
Mean Score:		67	
Highest Score:		89	
Lowest Score:		44	

In his book, Harmer (1991) explained that one of the most conventional ways to learn vocabulary for learners is to memorize a list of the words. This strategy is considered to be one of the most effective. Even if there is a possibility that utilizing this strategy could have some beneficial effects, it does not guarantee that students will completely retain the information. When instructing pupils in vocabulary, teachers should take advantage of contemporary methods, such as incorporating animated movies into their lessons.

Post-test

Based on data from 20 students participating as research participants, the mean score was 78, the highest score was 96 and the lowest score was 53. The post-test results reveal that the treatment, which was the use of animated video in enhancing the students' English vocabulary, was effective as reflected in the increase in scores of the students (Table 4).

Table 4.

Result of the Post-test of the Experimental Group

Participant Number	Points	Participant Number	Points
21	44	31	68
22	56	32	69
23	67	33	77
24	58	34	75
25	77	35	55
26	89	36	59
27	86	37	71
28	73	38	71
29	58	39	70
30	45	40	81
Mean Score:		78	
Highest Score:		96	
Lowest Score:		53	

There would be an increase in vocabulary knowledge as well as a positive effect on reading comprehension and the rate of speed for frequent word recognition if the animated video was used in the teaching of vocabulary (Mayer and Sims, 1994). This would be achieved through the use of animated video, which would attempt to help students construct connections between the verbal and visual representational systems (Tozcu & Coady, 2004).

Learning Vocabulary without Animated Videos

There were also 20 students who were classified as participants in the control group. These students were taught an English vocabulary lesson without the use of animated videos. Students in this group took the same set of pre-test and post-test and the

results were analyzed through statistical formulas such as mean and standard deviation. The results are shown in the tables below:

Pre-test

Having 20 students as research subjects under the control group, pre-test results revealed that most of the pre-intermediate students of NTI had average vocabulary knowledge having a mean score of 64 (Table 5). Vocabulary instruction is definitely one of the most difficult tasks teachers have to achieve while teaching a language because vocabulary lessons are generally boring for the learners and it also takes time to learn (Croll, 1971).

Table 5.
Result of the Pre-test of the Control Group

Participant Number	Points	Participant Number	Points
1	41	11	65
2	53	12	66
3	64	13	74
4	55	14	72
5	73	15	52
6	86	16	56
7	83	17	68
8	68	18	68
9	55	19	67
10	42	20	77
Mean Score:		64	
Highest Score:		86	
Lowest Score:		41	

Post-test

Table 6 shows the results of the calculated post-test scores of the 20 participants. It can be seen that the highest score was 91 while the lowest was 46 and has a mean score of 70. It can be inferred that there was only a little increase in the post-test scores compared to their pre-test. This signifies that the traditional way of developing the students' English vocabulary is not effective.

Table 6.*Result of the Post-test of the Control Group*

Participant Number	Points	Participant Number	Points
1	46	11	70
2	58	12	71
3	69	13	79
4	60	14	77
5	78	15	57
6	91	16	61
7	88	17	73
8	73	18	73
9	60	19	82
10	47	20	82
Mean Score:		70	
Highest Score:		91	
Lowest Score:		46	

According to Hartwig (1974), the teaching strategies that an instructor uses in the classroom have the potential to positively influence the vocabulary acquisition of the students. There are some educators who favour utilizing more conventional strategies. They provide the learners with the vocabulary list themselves and expect the learners to commit the definitions to memory. On the other hand, some educators choose works of literature to teach based on the sort of class being taught and the proficiency level of the students.

Animated videos Versus without Animated Videos

Based on the results presented above, a comparison is made between the pre and posttest of the experimental group, likewise with the control group.

Comparison of Pre and Post Tests of Students who Learn Vocabulary Items Through Animated Videos

Based upon the paired t-test samples analysis that has been done for the experiment group (correlation = 0.963, sig. = 0.000), teaching with animation is highly significant and there is a strong correlation between learning vocabularies and using animated videos. This means that most of the students got high scores in the post-test, given the condition of teaching with intervention (Table 7).

Table 7.*Paired Sample T-test Analysis for the Experiment Group*

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	0.963	0.000

Comparison of Pre and Post Test of Control Group

Based upon the paired t-test samples analysis that has been done for the control group (correlation = 0.976, sig. = 0.000), teaching without intervention is slightly significant and there is a high correlation between the pre and post-test results. This means that those who got high scores in the pre-test also obtained high scores in the post-test, given the condition of teaching without intervention (Table 8).

Table 8.*Paired Sample T-test Analysis for the Control Group*

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	0.976	0.000

Perceptions towards Learning Vocabulary through Animated Videos

To have data regarding perceptions of the students on the use of animated videos as a tool in vocabulary, the researcher let the participants to answer a survey questionnaire consisting of six statements stating the effects of animated videos on vocabulary learning and were rated by the participants.

Table 9.*Perception of Students' Towards the Use of Animated Video in Vocabulary Learning*

No	Questionnaire	SA	A	N	D	SD
1	Assimilation is enhanced by animated videos	37.5	50	18.8	0	0
2	The learning process is more enjoyable with animated videos	50	37.5	6.3	6.3	0
3	Improved vocabulary learning when using animated videos	0	81.3	18.8	0	0
4	Animated videos make learning in the classroom more engaging	6.3	68.8	18.8	6.3	0
5	Animated videos are faster way to learn English	0	50	18.8	25	6.3
6	The best way to learn English vocabulary is through animated videos	56.3	37.5	12.5	0	0

Key: SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

It can be seen on the table that the students have a positive response to the use of animated videos in vocabulary learning. The majority of the students (50%) agree that assimilation is enhanced by animated videos. In the study of Kwasu (2015), the results also demonstrate that there was a substantial variation in the amount of knowledge assimilation based on the usage of animated instructional materials. That individuals exposed to teaching utilizing animated instructional resources, fared better than those not exposed to it.

Students also strongly agree (50%) that the learning process is more enjoyable with animated videos. Still in the study of Kwasu (2015), he found that animation gives life to inanimate items, concretizes learning, and makes the teaching and learning process more enjoyable. He found that animation lends life to lifeless objects.

The participants agree (81.3%) that vocabulary learning is improved when using animated videos. Many different kinds of research have been carried out on the topic of animated video for a vocabulary or English learning, such as the study that Kabooha and Elyas (2015) carried out, in which they discovered that the video is an effective way for the instructor to teach English, particularly the vocabulary.

In addition, students agree (68.8%) that animated videos make learning in the classroom more engaging. According to the findings of research conducted by Kaltura

(2015), the utilization of video can direct the activity of students in an exciting manner. Video communicates language in a manner that is vibrant and provides information to both the eyes and the hearing. As a result, it has the potential to increase students' interest as well as their motivation to learn. The provision of genuine content that includes appropriate writing and vocabulary for students is perhaps the most essential benefit that the video offers.

At the same time, students agree (50%) that animated videos are a faster way to learn English. Animation offers students the opportunity to participate in higher-level interactive activities, so laying a concrete foundation for conceptual thinking and allowing them to experience more than one sense at a time. According to Frank (2006), the more senses that are involved in perception (the learning environment), the faster and more effectively one learns, as well as the longer one is able to retain the information.

Moreover, students strongly agree (56.3%) that the best way to learn English vocabulary is through animated videos. According to Vargo (2017), the use of animation in learning activities has some benefits, including the following: a) increasing students' vocabulary learning and critical thinking because animation has multi-sensory aspects, which are seeing, hearing, and talking; b) allowing students to create real action or imagine of an event or process; c) animation can be a way to hook students to get involved in learning; and d) useful to evaluate students' knowledge or their analytical skills in the content being studied.

The results of this study are aligned with the results of the study by Kabooha and Elyas (2015) entitled "The Impacts of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms" which found that the video is an effective way for the teacher in teaching English, especially the vocabulary. The majority of the students in the study agreed that video helps them in video recognition and understanding. Students also believed that YouTube videos could be an alternative way of learning English and helped them to remember the target language. Further, students strongly agreed that YouTube videos provided an attractive and interesting learning environment and that motivates them to learn faster and better.

The Effectiveness of the Animated Videos

Observing Table 10, the independent t-test has been done for the post-test results of both groups, the results (Control group: $M = 67.45$, $SD = 13.245$, Experiment group: $M = 78.65$, $SD = 11.713$), c.

Table 10.

Comparison of Groups Showing the Effectiveness of the Animated Videos in Vocabulary Learning

Independent Sample T-test					
	Group	N	M	SD	Std. E M
Posttest	Control Group	20	67.45	13.245	2.962
	Experiment Group	20	78.65	11.713	2.619

Key: N: Number M: Mean SD: Standard Deviation
Std. E M: Standard Error Mean

According to what Andriano (2018) has seen, animated video can be beneficial for expanding students' vocabularies and improving their speaking skills. It does this by supplying students with authentic content and inspiring them to study the target language. According to Adhannisa et al(2020) .'s findings, youngsters take pleasure in hearing about the integration of various forms of media into the instructional process. The findings of this research agree with those that were published by Aditama and Solikhah (2018). Those researchers discovered that short films can be an excellent vehicle for teaching and boosting vocabulary acquisition. This study's findings support their findings. According to Kocak and Goktas (2021), the utilization of a cartoon video as a means of imparting knowledge of English verbs proved to be very successful. Integration of students is made easier by animation.

Conclusion

This chapter presented the tabulated and interpreted results of the pre and post-tests, and questionnaires that were administered by the researcher. The results show that the use of animated video has a significant effect on vocabulary learning of students.

CHAPTER V

Conclusions and Recommendations

This chapter presents conclusions based on the research findings according to the objective and sub objective(s) of the research and gives recommendations accordingly.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

The results regarding the performance of students who learn vocabulary items through animated videos reveal that the treatment in enhancing the students' English vocabulary was effective as reflected in the increase in scores of the students' pre and post tests. According to (Isiaka 2007), video can be defined as a powerful educational medium that incorporates elements such as images, audio, and other videos.

On the other hand, with the performance of students who learn vocabulary items without animated videos, it can be inferred that there was only a little increase in the post-test scores compared to the pre-test. This signifies that the traditional way of developing the students' English vocabulary is not effective. The knowledge of teachers should be kept current by training them in the use of modern teaching techniques and media. Education institutions must understand how technological advancements can be integrated into their curriculum (Lytras, 2018).

As to comparison of the students' performances, it was obviously seen that students had a better performance in vocabulary learning with the use of animated videos. Yükselir & Kömür (2017), emphasized that animated video can be considered as an excellent tool for delivering information in an appealing audiovisual manner.

Furthermore, the EFL students have positive perceptions towards the use of animated videos in vocabulary learning. The students strongly agree that learning process is more enjoyable with animated videos, and it is the best way to learn English vocabulary. They also agree that through animated videos assimilation is enhanced, vocabulary learning is improved, learning in the classroom is more engaging, and it is a faster way to learn English. This is supported by the fact that

using technology in teaching and learning can bring some good effects for students and also for the teacher. It also makes some varying ways on the way how to learn (Duhaney, 2000). One of the attractive technologies to use in teaching is video.

With the overall data gathered, it can be deduced that the use of animated videos in enhancing the English vocabulary of EFL students is very effective. Research by Kaltura (2015) shows students are satisfied in learning through video. Furthermore, the use of video can guide students' activity in an interesting way. Video provides information to eyes and ears and presents language in a lively way. Thus, it can increase students' interest and motivation to learn.

Recommendations

Following are the recommendations made by the study in order to fill the research gaps:

- 1- The results of this study show that animated videos are effective in teaching vocabulary. It is recommended that teachers and students must continue utilizing animated videos to enhance the English vocabulary learning of the EFL students.
- 2- Language teachers should not only focus on traditional teaching but must also integrate animated videos and the use of technology in delivering vocabulary lessons for it can help the students understand and use English words properly and make the learning process more interesting, fun, and motivating.
- 3- It is recommended that EFL students, especially those who are struggling with English vocabulary, to watch animated videos to help them learn and understand new English words.
- 4- It is also suggested for future researchers to use animated videos in enhancing different skills such as reading and writing for it promotes fun and engaging learning environment.

Recommendation for Further Research

The study recommends the following to fulfill the research gaps:

1. A study on the influence of animated videos on vocabulary learning was carried out in a different context, in a country adopting the English language as a primary language.
2. A research study investigating the impact of animated videos on learning new vocabularies using the experimental design was carried out over a long period longer than the eight weeks of this study.
3. A research study addresses the limitations of this study of a small sample population. The study should be conducted using a larger sample population with longer durations of animated videos.
4. A comparative study is investigating the impacts of animated videos and narrative texts in learning vocabulary to create a clear view of the influence of animated videos.

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Appendices

Appendix A

NTI Course Outline

Noble Technical Institute						
Department of English Language				Module: Building Vocabulary		
Information Sheet & Course Outline						
2020-2021						
Course Code	Course Name	Credit	ECTS			
En101	Building vocabulary	3	7			
Pre-requisite: None						
Language: English		Course Type: Compulsory		Duration: 8 weeks		Semester: 2
Weekly Hours	Class Hours	Laboratory	Practicum	Learning Sessions		
	3	0	0	PS	C	R
				0	0	0
Learning Outcomes	<p>After the completion of this course, the student will be able to</p> <ul style="list-style-type: none"> ▶ Understand the meaning of a particular word. ▶ Use those words in daily conversations. ▶ Write with no/minimum language errors. ▶ Read different types of texts using the word. ▶ Develop social and cooperative skills via group work. ▶ Develop self-study skills. 					
	The main objective of this vocabulary-building syllabus is to reinforce the vocabulary of pre-intermediate level students with words that are used in daily conversations. Building vocabulary is a basic course for the					

<p>Course Description</p>	<p>intermediate level (B1 and B2) students that pivot on enhancing English language skills by constructing the particular word knowledge in the vocabulary bank. This course will be taught in two strategies: the traditional method and the animated video method. Similarly, forty students will be divided into two groups (each of 20 students): a control group and an experimental group. The control group will be taught via the traditional method; however, the experimental group will be taught via the animated video method.</p> <p>This course will include vocabulary words that are typically employed as receptive and productive to improve the reading, writing, listening, and speaking of the intermediate students. Building vocabulary is a creative course that endeavours to magnify the existing skills of the EFL (English as a Foreign Language) learner. This will provide EFL learners with an opportunity to improve their knowledge of English vocabulary for the development of foreign language skills. The duration of the course will be 2 hours and 45 minutes for each group and will be taught for four weeks.</p>
<p>Course Objectives</p>	<p>The main objective of this course is to enhance the receptive and productive vocabulary of students and also to empower them in using vocabulary not only in writing but also in reading, listening, or recognizing the words positively.</p>
<p>Course Content</p>	<p>Importance of Collins English for exams (Vocabulary for IELTS) textbook for teaching and learning will be used along with animated videos for experimental group as well.</p>
<p>Evaluation Criteria</p>	<p>This course consists of one pre-test and one post-test; moreover, there are a total of eight vocabulary words that will be assessed in the pre-and post-tests. The two tests are further classified into four sections; namely, reading, listening, writing and speaking. The test has integrated the vocabulary that is part of the course material. However, the test is structured in a way to evaluate the real understanding of the students in learning the vocabulary.</p>

	Experimental Group	Control group
Vocabulary words	Arguments, fits, brave, afraid, affect, celebrate, test, appearance, complete	
Week	first	
Number of students	20	20
Total number of students	40	
Level	Pre-intermediate	
Duration	45 minutes each class	
Animation	video	No animation or video
Objective	The animation video concerning the vocabulary words will be played for students, for the understanding of meanings and contexts in which the words can be used. After, watching the video students would be able to complete the related task.	Students will be provided a booklet regarding the vocabulary words.
Activity	At the end of the video, students will be asked about the meaning of each word, and then they will be tasked to use	Students will be asked about the meaning of words they perceived from the booklet. They will be asked to define the

	these words in different contexts.	meaning of each word.
Practice	Students will be asked to explain a situation or emotion related to the respective vocabulary that has been demonstrated in the video.	Students will be allowed to demonstrate their perceptions concerning the words among the class.
Evaluation	Students will be asked to complete fill in the blanks, MCQs, and true and false.	
Closure	Scrutinize the vocabulary words, designate practice work at home. Post vocabulary on a bulletin board and review these words at the end of the class.	

Appendix B

NTI Pre and Post Tests

BUILDING VOCABULARY: PRE-TEST AND POST-TEST

Instructions

- The test contains (Reading, Listening, Writing and Speaking) sections.
- The duration is 50 minutes.

Section: I

Reading Test

I / Choose the letter of the item which is the nearest in meaning to the word in italics:

- 1- He was *bold* to take up the challenge. (c)
 - a) unwilling b) slow c) brave d) unprepared
 - 2- I had an *argument* with my father today. (a)
 - a) dispute b) annoyed c) unsatisfied d) glad
 - 3- My shirt doesn't *fit* me. (a)
 - a) suitable b) experiencing victory c) sad d) overwhelming
 - 4- cold weather *affects* my health. (c)
 - a) fixed b) devoted c) impact d) denied
 - 5- He *celebrates* his birthday in February. (a)
 - a) party b) contribute c) establish d) safeguard
-
- 1- Choose the letter of the definition which comes closest in meaning to the word *test*.
(a)
 - a) Examination committee b) late and dawn c) on time and punctual d) on demand
 - 2- Choose the letter of the definition which comes closest in meaning to the word *advice*.
(b)
 - a) questioning b) counsel c) exposing d) developing
 - 3- Choose the letter of the definition which comes closest in meaning to the word *gift*.
(c)
 - a) Delivering b) interrogating c) present d) finding

- a)
- 4- Choose the letter of the definition which comes closest in meaning to the word *design*.
(a)
- a) Structure and form b) consistent c) humorous d) binding
- 5- Choose the letter of the definition which comes closest in meaning to the word *activity*. (d)
- a) collection b) frozen c) preserved d) work out

Section: II

Listening Test

Question no. 11-30

The students will hear the words in their mother tongue and write the English equivalents.

Note: all these words must be dictated by the examiner in Kurdish language and the students are required to write them in English language and the words will not be repeated more than twice!

1. exhibition	11. Complete
2. travel	12. slice
3. twin	13. dish
4. technology	14. advice
5. escape	15. famous
6. flight	16. brave
7. fight	17. test
8. surgery	18. afraid
9. shine	19. tower

10. ship	20. temperature
----------	-----------------

Section: III

Writing Test

Question I

Use the following words in a sentence:

1. laugh

2. industry

3. storm

4. couple

5. library

Question 2

Read the passage and fill in the spaces from the words provided.

Note: there are more words in the box that you can fill in!

Tower	Exhibition	painting	farmer	drawing
arguments	meeting	reporter	protecting	repair

I visited the Eiffel -----, ----- where I saw a ----- done by a ----- . I enjoy -----
 --- and artistic ----- . I have a ----- with a CNN ----- today to argue in favour of
 ----- art. I also plan to ----- and ----- damaged artefacts.

Answers: Tower, exhibition, painting, farmer, drawing, argument, meeting, reporter, argue, protecting, repair, design.

Question no.3

Complete the following sentences with appropriate words:

1. Stewart had a car _____ (accident)
2. My friend is _____ for his sense of humor. (famous)
3. He bought a diamond _____ for his wife. (ring)
4. The Iraqi _____ is growing. (population)
5. The prisoner _____ today. (escaped)

Question no. 4

Provide one single word to describe the following:

1. examining college students is challenging (test)

2. I finished my assignment (complete)

3. Taylor Swift is a well-known singer (famous)

4. We passed through the underground passageway (tunnel)

5. The diamond is glittering (shine)

6. The robber was arrested today (thief)

7. Erbil citadel is ancient (castle)

8. The company employees demonstrated today (protest)

9. I have a meeting with my colleagues (conference)

10. a joyful occasion for festivities to mark some happy event (celebration)

Section: IV

Speaking Test

Question no. 1

Tell about your FAMOUS favorite personality.

Question no. 2

Give and argument for the usefulness of education

Question no. 3

Share your thought on climate change

Appendix C

Vocabulary Proficiency Test

Vocabulary Proficiency Test

Introduction and Background of Test

A vocabulary proficiency test was conducted to select the participants of the study that have same proficiency level so that they can be divided into control group and experiment group (Leeflang, et al., 2008).

Aim of the Vocabulary Proficiency Test

The aim of the test is to evaluate the participant's vocabulary proficiency level. The participants with the same proficiency level will be included in the research. The study is an experimental research design that will analyze the effect of animated vocabulary learning methods.

Sample and Method of the Vocabulary Proficiency Test

The study will include undergraduate students from the Noble Technical Institute (NTI). The study will use simple random sampling SRS in which each participant of the English Department from NTI has equal probability to be selected (Martínez-Mesa, González-Chica, Duquia, Bonamigo, & Bastos, 2016).

Table 1: *Participant Sampling*

Sample Size	Gender	Age	Year	Department
40	Males/females	19-23	2nd	English Language

English Vocabulary Proficiency Test

Note: Attempt all questions. From given options choose the correct meaning of the word provided in the question.

Section A. Choose the correct meaning

1. Reveal (a)

a. disclose

b. nebulous

c. chalet

d. shiftless

2. Synthesize (a)
 a. make (something) by synthesis, b. fixed c. venerate d. crumbling
3. Theme (b)
 a. suspension b. topic c. practice d. punishing
4. Valid (a)
 a. reasonable b. appealing c. freshness d. harmonizing
5. Verify (d)
 a. coherent b. summative c. typical d. confirmed
6. Format (a)
 a. arrangement b. mutual c. standardized d. associated
7. Distinguish (a)
 a. Differentiated b. collected c. sidetrack d. hidden
8. Emphasize (a)
 a. importance/value b. witness c. anxiety d. thrilling
9. Develop (d)
 a. pledge b. feel c. repetition d. grow/advance
10. Excerpt (a)
 a. portion b. mean c. seizure d. regulator

Question no.2

11. according (a)
 a. as stated by or in b. vague c. cottage d. idle
12. affect (a)
 a. influence b. purposeful c. idealize d. decrepit
13. analyze (a)
 a. examine b. laud c. protocol d. cruel
14. appropriate (a)
 a. suitable b. aesthetic c. novelty d. grooving
15. argument (a)
 a. quarrel b. aggregate c. standard d. gifted
16. characteristic (b)
 a. diverse b. habitual c. homogenous d. aligned
17. conclude (b)

- a. alleviate b. terminate c. distract d. disguised
18. concise (a)
- a. brief b. observe c. concern d. exciting
19. context (a)
- b. framework b. undergo c. practice d. complete
20. crucial (a)
- b. critical b. intend c. takeover d. control

Appendix D

Lesson Plans: Control Group – Weeks One to Eight

Lesson Plan1

Date: 1st Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed 50 mins.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: “Conflict”

Assumed Knowledge: It is assumed that the students have been introduced to simple and common vocabulary used in daily conversation (Argument, fight, angry, protest, Angry, thief, escape).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

1. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
2. Correctly pronounce the vocabulary items.
3. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week: Argument, fight, angry, protest, thief, escape.

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module.

-Reading passage

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (5 mins)	<ul style="list-style-type: none"> • Greet the students. • Group members will be asked to introduce themselves briefly. 	<ul style="list-style-type: none"> • I am Lava • Introduce yourself. • I am John. • I am Mark
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. • Divide the class into pairs and choose among the students to read the passage titled Societal Effects of Conflicts. • Identify the vocabularies in the passage. • Produce a new sentence for the chosen vocabulary item. 	<ul style="list-style-type: none"> • Passage reading: For example, Lava should read the first line, follow by sarah etc. • Production of new sentence: For example, Sarah is a compromising lady among her siblings.

<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Explain to the students in which context the word has been used? • Since it is theme-based learning, provide a brief insight concerning the use of vocabulary. • Write few lines concerning the word after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • For example, the word argument is being used in the sense of conflict. • Conflict is a clash of interests between two people or a group. It is a serious disagreement about something. • Conflict can be used as a theme.
<p>STEP 4: Practice (8 mins)</p>	<ul style="list-style-type: none"> • Provide flashcards to the student that contains the use of the vocabulary. 	<ul style="list-style-type: none"> • Ash is an angry young boy.
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting close to them) • Let each pair interact with each other and produce a representative to read the reading passage, identify vocabulary and ask them to develop sensible sentence 	<ul style="list-style-type: none"> • Construction of Sentence: for example, Emmanuel is an angry class representative.

	<p>with the vocabulary (3 sentences at least).</p> <ul style="list-style-type: none"> • Emphasize on the use of word in the vocabulary to enable them learn how to construct sentence with the vocabulary. • 5 pairs may be chosen if time is not enough 	
<p>Step 6: Closure (2 mins)</p>	<p>Give the students homework, to choose different words, show the understanding of the meaning of the word and develop a sensible sentence using those words.</p>	<p>-For example, Fight: He fights bravely during the war.</p>

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally based on the personality that relates to the theme of conflict.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan2

Date: 2nd Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Weather"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (Temperature, pollution, moon, shine, storm, desert, jungle, pyramid, thirsty).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

4. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
5. Correctly pronounce the vocabulary items.
6. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week Temperature, pollution, moon, shine, storm, desert, jungle, pyramid, thirsty.)

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module

-White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (6 mins)	<ul style="list-style-type: none"> • Greet the students. • Provide a list/booklet of vocabulary words to students (control group). • Give a brief description of the vocabulary words: one sentence for each (for both groups). 	<ul style="list-style-type: none"> • Let us go outside and enjoy sunshine until it is over. • The storm flattened half of the building on the island.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word “weather” is written on the board, and students claim the words they know. • Sample sentence: weather is the state of the atmosphere, describing the degree to which it is hot or cold, wet or dry, calm or stormy, clear or cloudy.

<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Write few lines concerning the word after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • In Thirsty; we all feel thirsty and it is not possible to find fresh water in the Oases in the desert.
<p>STEP 4: Practice (8 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • Hot weather in desert • Sandy Wind • Sunshine • storm
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) • 5 pairs may be chosen if time is not enough 	<ul style="list-style-type: none"> • Construction of Sentences:

<p>Step 6: Closure (2 mins)</p>	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<p>-For example, Whole market was closed because of the pollution.</p>
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ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan3

Date: 3rd Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Science"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Technology, refrigerator, lift, industry, grocery, laboratory, twin, slice, complete, pollution, plant, chemistry)

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

7. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
8. Correctly pronounce the vocabulary items.
9. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week Technology, refrigerator, lift, industry, grocery, laboratory, twin, slice, complete, pollution, plant, and chemistry.

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module

-White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (7 mins)	<ul style="list-style-type: none"> • Greet the students. • Provide a list/booklet of vocabulary words to students • Give a brief description of the vocabulary words: one sentence for each student. 	<ul style="list-style-type: none"> • Technology; The study have made us to understand the technological advancement. • Pollution is a major world problem against good ecosystem.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "science" is written on the board, and students claim the words they know. • Sample sentence: The intellectual and practical activity that organizes knowledge for the improvement of human life. .

<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Write few lines concerning the word after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • Technological research has generally improved the lifestyle of people. • Pollution affects the plants, farmers, and groceries.
<p>STEP 4: Practice (9 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • Plant specimens are used in research. • Chemistry and pollution • refrigerator, lift, • Laboratory; Scientific research are done in laboratories.
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs one by one in front of the class and make them show their word and 	<ul style="list-style-type: none"> • Construction of Sentences:

	<p>read their description. (Focus on errors)</p> <ul style="list-style-type: none"> • 5 pairs may be chosen if time is not enough 	
<p>Step 6: Closure (2 mins)</p>	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, reporter: The reporter has currently explained the pollution of the groceries as a result of chemistry in laboratory.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan4

Date: 4th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Accidents"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Fire, accident, stairs, patient, surgery, blind, crowd, thief, repair, protect, and seatbelt).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

10. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
11. Correctly pronounce the vocabulary items.
12. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week: Fire, accident, stairs, patient, surgery, blind, crowd, thief, repair, protect, and seatbelt.

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module

-Reading Passages

-White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (8 mins)	<ul style="list-style-type: none"> • Greet the students. • Provide a list/booklet of vocabulary words to students • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Fire</i>; The fire outbreak caused serious damage to the company. • <i>Patients</i>; the patients are treated daily.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "accident" is written on the board, and students claim the words they know. • Introductory sentence: Accident: An unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury.

<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Write few lines concerning the words in the reading passage after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • We should be careful while driving in crowded places. • The paramedics were called to rescue the accident survivors.
<p>STEP 4: Practice (10 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • Drivers should avoid reckless driving to avoid accidents. • The thieves were arrested. • She slipped on the stairs. • Protect the home from the fire last week.
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) 	<ul style="list-style-type: none"> • Construction of Sentences:

	<ul style="list-style-type: none"> • Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) • 5 pairs may be chosen if time is not enough 	
Step 6: Closure (2 mins)	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, 'fire': Yesterday, there was a terrible fire, and it was good that we protected everyone from the accidents of the fire.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan5

Date: 5th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Hobbies"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Painting, draw, design, exhibition, famous, athlete, makeup, ring, gift, celebrate, fits, shave, laugh, kiss, and race).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

13. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
14. Correctly pronounce the vocabulary items.
15. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week: Painting, draw, design, exhibition, famous, athlete, makeup, ring, gift, celebrate, fits, shave, laugh, kiss, and race.

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module

-Reading Passages

-White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (9 mins)	<ul style="list-style-type: none"> • Greet the students. • Provide a list/booklet of vocabulary words to students • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Painting:</i> I'll do some painting this afternoon. • <i>Athlete:</i> There will be athletic competition next week on the hills.
STEP 2: Presentatio n (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "hobbies" is written on the board, and students claim the words they know. • Introductory sentence: Hobbies: An activity done regularly in one's leisure time for pleasure.
STEP 3: Presentatio n (15 mins)	<ul style="list-style-type: none"> • Write few lines concerning the words in the reading passage after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • I like racing during my free time. • She like exhibiting during the main event.

		<ul style="list-style-type: none"> The famous teacher travels upcountry during holidays.
<p>STEP 4: Practice (11 mins)</p>	<ul style="list-style-type: none"> Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. Do the words and the situation matching together Choose a student to read the description aloud and ask which word is suitable. Errors should be dealt with. 	<ul style="list-style-type: none"> How to become an athlete Fashion and design Painting and Gardening Drawing of the pictures.
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> Pair students (with the ones sitting next to them) Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) 5 pairs may be chosen if time is not enough 	<ul style="list-style-type: none"> Construction of Sentences:

<p>Step 6: Closure (2 mins)</p>	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, race: He participated in the race and he became champion.
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ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan6

Date: 6th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Living Alone"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Depression, affect, afraid, brave, escape, dishes, appearance, married, couple).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

1. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
2. Correctly pronounce the vocabulary items.
3. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week: Depression, affect, afraid, brave, escape, dishes, appearance, married, couple).

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module

-Reading Passages

-White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (5 mins)	<ul style="list-style-type: none"> • Greet the students. • Provide a list/booklet of vocabulary words to students • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Depression:</i> She suffered from severe depression after her husband's death. • <i>Married:</i> My friend married immediately after his graduation.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "Alone" is written on the board, and students claim the words they know. • Introductory sentence: Alone: It is defined as being apart from others which initiates unhealthy conditions like anxiety and depression.
STEP 3: Presentation (15 mins)	<ul style="list-style-type: none"> • Write few lines concerning the words in the reading passage after discussing the 	<ul style="list-style-type: none"> • Anyone attempting to escape from getting married may be brave.

	<p>vocabulary with the class.</p>	<ul style="list-style-type: none"> • Erbil's relationship with her parents is good. • A married couple visited the castle last summer.
<p>STEP 4: Practice (8 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • How to get married • Appearance or love • Living alone & depression • She is brave married man
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs one by one 	<ul style="list-style-type: none"> • Construction of Sentences:

	<p>in front of the class and make them show their word and read their description. (Focus on errors)</p> <ul style="list-style-type: none"> • 5 pairs may be chosen if time is not enough 	
<p>Step 6: Closure (2 mins)</p>	<ul style="list-style-type: none"> • Give the sts. Homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, 'married': Tom wished to get married very soon because he escapes from becoming alone.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan7

Date: 7th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Education"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Test, exam, library, conference, meeting, advice, chemistry).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

4. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
5. Correctly pronounce the vocabulary items.
6. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week: Test, exam, library, conference, meeting, advice, chemistry).

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module

-White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm-up (6 mins)	<ul style="list-style-type: none"> • Greet the students. • Provide a list/booklet of vocabulary words to students • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Exam:</i> Peter is practising hard for his piano exam. • <i>Chemistry:</i> I will participate in the chemistry test next month.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "Education" is written on the board, and students claim the words they know. • Introductory sentence: Education: The process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of

		preparing oneself or others intellectually for mature life.
STEP 3: Presentation (15 mins)	<ul style="list-style-type: none"> • Write few lines concerning the words after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • In order to be eligible for the race, you should pass all of the tests. • There is a big library at our university. • If she doesn't want to listen your advice, let her free.
STEP 4: Practice (9 mins)	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • Tests about the race • How to become successful in exams • Teachers meeting in schools. • Chemistry studies
STEP 5: Production (Pair work) (10 mins)	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to unscramble words in sentences 	<ul style="list-style-type: none"> • Unscrambling: -stets -maxe -eetmnig

	<ul style="list-style-type: none"> • Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) • 5 pairs may be chosen if time is not enough 	-civeda
Step 6: Closure (2 mins)	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, 'library': Bradley always spends time in the Library in order to get acceptance for Harvard.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan8

Date: 8th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: “Travelling”

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Seatbelt, travel, passport, flight, ship, tunnel, cave, castle, tower, flat, bridge).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

7. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
8. Correctly pronounce the vocabulary items.
9. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week: Seatbelt, travel, passport, flight, ship, tunnel, cave, ca: tower, flat, bridge).

MATERIALS/AIDS:

-Flashcards with the description of vocabulary items in the course module

-White board

PROCEDURES:

	Teacher activities	Model sentences
<p>STEP 1: Warm- up (7 mins)</p>	<ul style="list-style-type: none"> • Greet the students. • Provide a list/booklet of vocabulary words to students • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Flight:</i> The flight is proceeding to Paris. • <i>Passport:</i> Your passport should be valid for at least six months to go to an international flight. • <i>Seatbelt:</i> Do not forget to fasten your seatbelt for each travel.
<p>STEP 2: Presentation (10 mins)</p>	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "Travelling" is written on the board, and students claim the words they know. • Introductory sentence: Travelling: Traveling refers to going to different places, whether for

		official meetings or holidays.
STEP 3: Presentation (15 mins)	<ul style="list-style-type: none"> Write few lines concerning the words after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> The ship was able to pass through the tunnel at last. We journeyed across the Scandinavians using an aeroplane. There were several passengers who boarded the ship.
STEP 4: Practice (10 mins)	<ul style="list-style-type: none"> Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. Do the words and the situation matching together Choose a student to read the description aloud and ask which word is suitable. Errors should be dealt with. 	<ul style="list-style-type: none"> Bridges in Erbil How to get a passport The London Towers A cave or tunnel How to fasten a seatbelt on a flight.
STEP 5: Production (Pair work) (10 mins)	<ul style="list-style-type: none"> Pair students (with the ones sitting next to them) Give each pair a word and ask them to unscramble words in sentences Get the pairs one by one in front of the class and make them show their word and read their description. 	<ul style="list-style-type: none"> Unscrambling: -btletase -rpotssap -avce -laft -ghtlif

	(Focus on errors)	
	<ul style="list-style-type: none"> • 5 pairs may be chosen if time is not enough 	
Step 6: Closure (2 mins)	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, 'Flight': The flight took longer hours than expected.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Appendix E

Lesson Plans: Experiment Group – Weeks One to Eight

Lesson Plan1

Date: 1st Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 mins.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: “Conflict”

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Argument, fight, angry, protest, Angry, thief, escape).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Aimed Vocabulary for this week: Argument, fight, angry, protest, compromise.

Specific Objectives:

10. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
11. Correctly pronounce the vocabulary items.

12. Use the vocabulary to construct meaningful sentence.

MATERIALS/AIDS:

- Animated videos

-Flashcards with the description of vocabulary items in the course module

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (8 mins)	<ul style="list-style-type: none"> • Greet the students. • Group members will be asked to introduce themselves briefly. 	<ul style="list-style-type: none"> • I am Shavian • Introduce yourself. • I am John. • I am Mark
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. • Divide the class into pairs and choose among the students to read the passage titled An Important Job • Write down some words about the theme on the board. • Show the animated video concerning the chosen vocabulary. • Pause the video, and play it again then. • Produce a new sentence for the chosen vocabulary item. 	<ul style="list-style-type: none"> • Passage reading: For example, Shavian should read the first line, follow by Sarah etc. • Production of new sentence: For example, Sarah is a compromising lady among her siblings.

<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Rewind the video to a particular word. • Explain to the students in which context the word has been used? • Since it is theme-based learning, provide a brief insight concerning the use of vocabulary. • Write few lines concerning the word after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • For example, the word argument is being used in the sense of conflict. • Conflict is a clash of interests between two people or a group. It is a serious disagreement about something. • Conflict can be used as a theme.
<p>STEP 4: Practice (8 mins)</p>	<ul style="list-style-type: none"> • Provide flashcards to the students, which contain the use of the vocabulary. 	<ul style="list-style-type: none"> • Ash is an angry young boy.
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting close to them) • Let each pair interact with each other and produce a representative to guess the words, identify vocabulary and ask them to develop sensible sentence with the vocabulary (3 sentences 	<ul style="list-style-type: none"> • Construction of Sentence: for example, Emmanuel is an angry class

	<p>at least).</p> <ul style="list-style-type: none"> • Emphasize on the use of word in the vocabulary to enable them learn how to construct sentence with the vocabulary. • 5 pairs may be chosen if time is not enough 	representative..
<p>Step 6: Closure (2 mins)</p>	<p>Give the students homework, to choose different words, show the understanding of the meaning of the word and develop a sensible sentence using those words.</p>	<p>-For example, Fight: He fights bravely during the war.</p>

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Date: 2nd Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Weather"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Temperature, pollution, moon, shine, storm, desert, jungle, pyramid, thirsty).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Aimed Vocabulary for the week: Temperature, pollution, moon, shine, storm, desert, jungle, pyramid, thirsty.

Specific Objectives:

13. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
14. Correctly pronounce the vocabulary items.
15. Use the vocabulary to construct meaningful sentence.

MATERIALS/AIDS:

- Animated videos

-Scenes from different animations

-White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (9 mins)	<ul style="list-style-type: none"> Greet the students. Show the animated video concerning the chosen vocabulary Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> Let us go outside and enjoy sunshine until it is over. The storm flattened half of the building on the island.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> The word "weather" is written on the board, and students claim the words they know. Sample sentence: weather is the state of the atmosphere, describing the degree to which it is hot or cold, wet or dry, calm or stormy, clear or cloudy.
STEP 3: Presentation (15 mins)	<ul style="list-style-type: none"> Rewind the video to a particular word: Look in which context the word has been used? 	<ul style="list-style-type: none"> Sunny day Wet and dry Lightning and Thunder storm

		<ul style="list-style-type: none"> • Wind
STEP 4: Practice (11 mins)	<ul style="list-style-type: none"> • Ask the students whether they know the animated characters shown in the video. Write the names and situations in which the word has been used. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • Hot weather in desert • Sandy Wind • Sunshine • storm
STEP 5: Production (Pair work) (10 mins)	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) • 5 pairs may be chosen if time is not enough 	<ul style="list-style-type: none"> • Construction of Sentences:
Step 6:	<ul style="list-style-type: none"> • Give the students 	-For example, storm:

Closure (2 mins)	homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper.	<i>Whole market was closed because of the pollution.</i>
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ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan3

Date: 3rd Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Science"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Technology, refrigerator, lift, industry, grocery, laboratory, twin, slice, complete, pollution, plant, chemistry).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

16. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
17. Correctly pronounce the vocabulary items.
18. Use the vocabulary to construct meaningful sentence.

Aimed Vocabulary for the week: Technology, refrigerator, lift, industry, grocery, laboratory, twin, slice, complete, pollution, plant, chemistry)

MATERIALS/AIDS:

- Animated videos
- Scenes from different animations
- White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (10 mins)	<ul style="list-style-type: none"> • Greet the students. • Show the animated video concerning the chosen vocabulary • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • Technology; The study have made us to understand the technological advancement. • Pollution is a major world problem against good ecosystem
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word “science” is written on the board, and students claim the words they know. • Sample sentence: The intellectual and practical activity that organizes knowledge for the improvement of human life. .

<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Rewind the video to a particular word: Look in which context the word has been used? • Write few lines concerning the word after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • Technological research has generally improved lifestyle of people. • Pollution affects the plants, farmers, and groceries.
<p>STEP 4: Practice (12 mins)</p>	<ul style="list-style-type: none"> • Ask the students whether they know the animated characters shown in the video. Write the names and situations in which the word has been used. • One by one, choose someone from each group to tell the whole class about the meaning and the context in which the word can be used. • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • Plant specimens are used in research. • Chemistry and pollution • refrigerator, lift, • Laboratory; Scientific research are done in laboratories. •
<p>STEP 5:</p>	<ul style="list-style-type: none"> • Pair students (with the ones 	

<p>Production (Pair work / group works) (10 mins)</p>	<p>sitting next to them)</p> <ul style="list-style-type: none"> • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs or two groups one by one in front of the class and make them show their word and read their description. (Focus on errors) • 3 pairs and two groups may be chosen if time is not enough 	<ul style="list-style-type: none"> • Construction of Sentences:
<p>Step 6: Closure (2 mins)</p>	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, reporter: The reporter has currently explained the pollution of the groceries as a result of chemistry in laboratory.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan4

Date: 4th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Accidents"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Fire, accident, stairs, patient, surgery, blind, crowd, thief, repair, protect, and seatbelt).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

19. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
20. Correctly pronounce the vocabulary items.
21. Use the vocabulary to construct meaningful sentence.

22. Given a set of animated videos, the student will be able to understand the meaning of words
23. Given the vocabulary in the animated videos, the student will be able to perceive the meaning and the context in which the word may use.

Aimed Vocabulary for the week: Fire, accident, stairs, patient, surgery, blind, crowd, thief, repair, protect, and seatbelt.

MATERIALS/AIDS:

- Animated videos
- Scenes from different animations.
- Reading Passages
- White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (11 mins)	<ul style="list-style-type: none"> • Greet the students. • Show the animated video concerning the chosen vocabulary • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Fire:</i> The fire outbreak caused serious damage to the company. • <i>Patients;</i> the patients are treated daily.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "<i>accident</i>" is written on the board, and students claim the words they know. • Introductory sentence:

		<p>Accident: An unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury.</p>
<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Rewind the video to a particular word: Look in which context the word has been used? • Write few lines concerning the words in the reading passage after discussing the vocabulary with the class. 	<ul style="list-style-type: none"> • We should be careful while driving in crowded places. • The paramedics were called to rescue the accident survivors.
<p>STEP 4: Practice (13 mins)</p>	<ul style="list-style-type: none"> • Ask the students whether they know the animated characters / events shown in the video. Write the names and situations in which the word has been used. • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. 	<ul style="list-style-type: none"> • Drivers should avoid reckless driving to avoid accidents. • The thieves were arrested. • She slipped on the stairs. • Protect the home from the fire last week.

	<ul style="list-style-type: none"> • Errors should be dealt with.. 	
STEP 5: Production (Pair work) (10 mins)	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) • 5 pairs may be chosen if time is not enough 	<ul style="list-style-type: none"> • Construction of Sentences:
Step 6: Closure (2 mins)	<ul style="list-style-type: none"> • Give the sts. homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, 'fire': Yesterday, there was a terrible fire, and it was good that we protected everyone from the accidents of the fire.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan5

Date: 5th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Hobbies"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Painting, draw, design, exhibition, famous, athlete, makeup, ring, gift, celebrate, fits, shave, laugh, kiss, and race).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

24. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
25. Correctly pronounce the vocabulary items.
26. Use the vocabulary to construct meaningful sentence.
27. Given a set of animated videos, the student will be able to understand the meaning of words

28. Given the vocabulary in the animated videos, the student will be able to perceive the meaning and the context in which the word may use.

29. In order to evaluate the efficiency of animated videos in vocabulary teaching.

Aimed Vocabulary for the week: Painting, draw, design, exhibition, famous, athlete, makeup, ring, gift, celebrate, fits, shave, laugh, kiss, and race.

MATERIALS/AIDS:

- Animated videos
- Scenes from different animations.
- White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (12 mins)	<ul style="list-style-type: none"> • Greet the students. • Show the animated video concerning the chosen vocabulary • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Painting:</i> I'll do some painting this afternoon. • <i>Athlete:</i> There will be athletic competition next week on the hills.
STEP 2: Presentation (10 mins)	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "hobbies" is written on the board, and students claim the words they know. • Introductory sentence: Hobbies: An activity done regularly in one's leisure time for pleasure.

<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Rewind the video to a particular word: Look in which context the word has been used? • Write some sample sentences on the white board. 	<ul style="list-style-type: none"> • I like racing during my free time. • She like exhibiting during the main event. • The famous teacher travels upcountry during holidays.
<p>STEP 4: Practice (14 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • How to become an athlete • Fashion and design • Painting and Gardening • Drawing of the pictures.
<p>STEP 5: Production (Pair / group works) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs or groups' representors one by one in front of the class and make them show their word and read their description. (Focus on errors) 	<ul style="list-style-type: none"> • Construction of Sentences:

	<ul style="list-style-type: none"> • 3 pairs and 2 groups may be chosen if time is not enough 	
Step 6: Closure (2 mins)	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, race: He participated in the race and he became champion.

ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan 6

Date: 6th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: “Living Alone”

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. sleep, work, walk, eat, drink, argument, fight, angry, protest, activity, temperature, moon, shine Depression, affect, afraid, brave, escape, dishes, appearance, married, couple).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

30. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
31. Correctly pronounce the vocabulary items.
32. Use the vocabulary to construct meaningful sentence.
33. Given a set of animated videos, the student will be able to understand the meaning of words
34. Given the vocabulary in the animated videos, the student will be able to perceive the meaning and the context in which the word may use.
35. In order to evaluate the efficiency of animated videos in vocabulary teaching.

Aimed Vocabulary for the week: sleep, work, walk, eat, drink, argument, fight, angry, protest, activity, temperature, moon, shine Depression, affect, afraid, brave, escape, dishes, appearance, married, couple.

MATERIALS/AIDS:

- Animated videos
- Scenes from different animations.
- White board

PROCEDURES:

	Teacher activities	Model sentences
<p>STEP 1: Warm- up (13 mins)</p>	<ul style="list-style-type: none"> • Greet the students. • Show the animated video concerning the chosen vocabulary • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Depression:</i> She suffered from severe depression after her husband's death. • <i>Married:</i> My friend married immediately after his graduation.
<p>STEP 2: Presentation (10 mins)</p>	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "Alone" is written on the board, and students claim the words they know. • Introductory sentence: Alone: It is defined as being apart from others which initiates unhealthy conditions like anxiety and depression.
<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Rewind the video to a particular word: Look in which context the word has been used? • Write some sample sentences. • Ask the students whether they know the animated characters / 	<ul style="list-style-type: none"> • Anyone attempting to escape from getting married may be brave. • Erbil's

	<p>contexts shown in the video. Write the names and situations in which the word has been used.</p>	<p>relationship with her parents is good.</p> <ul style="list-style-type: none"> • A married couple visited the castle last summer.
<p>STEP 4: Practice (15 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • How to get married • Appearance or love • Living alone & depression • She is brave married man
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to write a situation or context concerning the vocabulary in 5 mins. (3 sentences at least) • Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) • 5 pairs may be chosen if time is not enough 	<ul style="list-style-type: none"> • Construction of Sentences:
<p>Step 6: Closure</p>	<ul style="list-style-type: none"> • Give the students homework. Students will choose a word, 	<ul style="list-style-type: none"> • -For example, 'married': Tom

(2 mins)	will find a sentence using that word and write a description for the same word on a neat clean piece of paper.	wished to get married very soon because he escapes from becoming alone.
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ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan7

Date: 7th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: "Education"

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Test, exam, library, conference, meeting, advice, chemistry).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

36. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
37. Correctly pronounce the vocabulary items.
38. Use the vocabulary to construct meaningful sentence.
39. Given a set of animated videos, the student will be able to understand the meaning of words
40. Given the vocabulary in the animated videos, the student will be able to perceive the meaning and the context in which the word may use.
41. In order to evaluate the efficiency of animated videos in vocabulary teaching.

Aimed Vocabulary for the week: Test, exam, library, conference, meeting, advice, chemistry.

MATERIALS/AIDS:

- Animated videos
- Scenes from different animations.
- White board

PROCEDURES:

	Teacher activities	Model sentences
STEP 1: Warm- up (14 mins)	<ul style="list-style-type: none"> • Greet the students. • Show the animated video concerning the chosen 	<ul style="list-style-type: none"> • <i>Exam:</i> Peter is practising hard for his piano exam.

	<p>vocabulary</p> <ul style="list-style-type: none"> • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Chemistry</i>: I will participate in the chemistry test next month.
<p>STEP 2: Presentation (10 mins)</p>	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word "Education" is written on the board, and students claim the words they know. • Introductory sentence: Education: The process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.
<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Rewind the video to a particular word: Look in which context the word has been used? • Write some sample sentences. 	<ul style="list-style-type: none"> • In order to be eligible for the race, you should pass all of the tests. • There is a big library at our

	<ul style="list-style-type: none"> • Ask the students whether they know the animated characters / contexts shown in the video. Write the names and situations in which the word has been used. 	<p>university.</p> <ul style="list-style-type: none"> • If she doesn't want to listen your advice, let her free.
<p>STEP 4: Practice (16 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • How to become successful in exams • Teachers meeting in schools. • Chemistry studies
<p>STEP 5: Production (Pair work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair students (with the ones sitting next to them) • Give each pair a word and ask them to unscramble words in sentences • Get the pairs one by one in front of the class and make them show their word and read their description. (Focus on errors) • 5 pairs may be chosen if time is not enough 	<ul style="list-style-type: none"> • Unscrambling: -estt -maxe -eetmnig -civeda
<p>Step 6:</p>	<ul style="list-style-type: none"> • Give the students 	<ul style="list-style-type: none"> • -For example,

Closure (2 mins)	homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper.	'library' : Bradley always spends time in the Library in order to get acceptance for Harvard.
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ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Lesson Plan8

Date: 8th Week

Class: SFL 301- C02

Level of the class: Pre-intermediate

Skills Taught: Practice on using vocabulary.

Time allowed: 50 minutes.

Age: 19-22

No. of students in class: 20

Any characteristics: All of the participants are native speakers of the Kurdish language.

Theme of the lesson: “Travelling”

Assumed Knowledge: It is assumed they have been introduced to simple and common vocabulary used in daily conversation (ex. Seatbelt, travel, passport, flight, ship, tunnel, cave, castle, tower, flat, bridge).

Objectives:

General Objectives: Students will be able to comprehend the meaning, learn the type of tense, spelling and the use of the given vocabulary. They will also be able to pronounce them properly for effective communication.

Specific Objectives:

42. Students will be able to identify the tense of the verb used to characterize the given vocabulary.
43. Correctly pronounce the vocabulary items.
44. Use the vocabulary to construct meaningful sentence.
45. Given a set of animated videos, the student will be able to understand the meaning of words
46. Given the vocabulary in the animated videos, the student will be able to perceive the meaning and the context in which the word may use.
47. In order to evaluate the efficiency of animated videos in vocabulary teaching.

Aimed Vocabulary for the week: Seatbelt, travel, passport, flight, ship, tunnel, cave, castle, tower, flat, bridge.

MATERIALS/AIDS:

- Animated videos
- Scenes from different animations.
- White board

PROCEDURES:

	Teacher activities	Model sentences
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<p>STEP 1: Warm- up (15 mins)</p>	<ul style="list-style-type: none"> • Greet the students. • Show the animated video concerning the chosen vocabulary • Give a brief description of the vocabulary words: one sentence for each. 	<ul style="list-style-type: none"> • <i>Flight:</i> The flight is proceeding to Paris. • <i>Passport:</i> Your passport should be valid for at least six months to go to an international flight. • <i>Seatbelt:</i> Do not forget to fasten your seatbelt for each travel.
<p>STEP 2: Presentation (10 mins)</p>	<ul style="list-style-type: none"> • Discuss the theme of the lesson: Vocabulary Learning. (Brainstorming) • With the help of the students, provide a brief insight concerning the use of vocabulary. 	<ul style="list-style-type: none"> • The word “Travelling” is written on the board, and students claim the words they know. • Introductory sentence: Travelling: Traveling refers to going to different places, whether for official meetings or holidays.
<p>STEP 3: Presentation (15 mins)</p>	<ul style="list-style-type: none"> • Rewind the video to a particular word: Look in which context the word has been used? 	<ul style="list-style-type: none"> • The ship was able to pass through the tunnel at last. • We journeyed

	<ul style="list-style-type: none"> • Write some sample sentences. • Ask the students whether they know the animated characters / contexts shown in the video. Write the names and situations in which the word has been used. 	<p>across the Scandinavians using an aeroplane.</p> <ul style="list-style-type: none"> • There were several passengers who boarded the ship.
<p>STEP 4: Practice (17 mins)</p>	<ul style="list-style-type: none"> • Write situations concerning the vocabulary words on the board and ask the students which word can be used for the particular situation. • Do the words and the situation matching together • Choose a student to read the description aloud and ask which word is suitable. • Errors should be dealt with. 	<ul style="list-style-type: none"> • Bridges in Erbil • How to get a passport • The London Towers • A cave or tunnel • How to fasten a seatbelt on a flight.
<p>STEP 5: Production (Pair / group work) (10 mins)</p>	<ul style="list-style-type: none"> • Pair or group students (with the ones sitting next to them) • Give each pair or group a word and ask them to unscramble words in sentences • Get the pairs or presenters of each group one by one in front of the class, and make them show their word and read their description. (Focus on errors) • 3 pairs and 2 group presenter may be chosen if time is not enough 	<ul style="list-style-type: none"> • Unscrambling: -btletase -rpotssap -avce -laft -ghtlif

Step 6: Closure (2 mins)	<ul style="list-style-type: none"> • Give the student homework. Students will choose a word, will find a sentence using that word and write a description for the same word on a neat clean piece of paper. 	<ul style="list-style-type: none"> • -For example, “Flight”: The flight took longer hours than expected.
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ASSESSMENT: Assessment will be based on the performance of students in the homework task.

TIME FILLER ACTIVITY: Speaking Activity (whole class): -Choose a student from the class and ask others to describe him/her orally.

ANTICIPATED PROBLEMS: Students may find it hard to master the vocabulary very fast, except with the constant use of the vocabulary in the sentence.

Appendix F: Questionnaire for Experimental Group

NOTE

Dear participant,

We would kindly ask you to participate in an important study investigating the influence of animated videos in vocabulary learning. The study is for a PhD at Near East University - Nicosia, Cyprus.

Your participation in this study is voluntary, and you are free not to attend to the questions that you may feel are compromising your privacy or voluntary participation in this study. Your participation in this study is important in filling a research gap that will improve on the methods of teaching/learning vocabularies. As a participant, you will also receive a summarized version of this report upon request by reaching out to my email (which will be provided at the end of the questionnaire).

ABOUT THE SURVEY

The survey has been structured into two main parts; the first part establishes your personal information and the second part aims to establish your personal perception of effects of animation videos.

INSTRUCTIONS

Please answer the questions with honesty, integrity and responsibility

QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

Instructions: Check the appropriate box

Gender

Male female

Age Bracket

13-20 20-28 28-35 35-45 45-60

Education level

Pre-Intermediate

Intermediate

SECTION B: FEEDBACK ON ANIMATED VIDEOS

Instructions: Please mark the appropriate option as provided in the likert scale

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Are you interested in learning new vocabularies using animated videos?						
Which method did you use before to learn new vocabulary?						
How interesting is learning new vocabularies using animated videos?						
Do you believe using animated videos helped you in mastering new vocabularies?						
How easy was it to remember new vocabularies illustrated						

using animated videos?						
Did animated videos help you in using the new vocabularies to answer the question where you were required to use the new words in narrating recent occurrences?						

Appendix G: Questionnaire for Control Group

NOTE

Dear participant,

We would kindly ask you to participate in an important study investigating the influence of animated videos in vocabulary learning. The study is for a PhD at Near East University - Nicosia, Cyprus.

Your participation in this study is voluntary, and you are free not to attend to the questions that you may feel are compromising your privacy or voluntary participation in this study. Your participation in this study is important in filling a research gap that will improve on the methods of teaching/learning vocabularies. As a participant, you will also receive a summarized version of this report upon request by reaching out to my email (which will be provided at the end of the questionnaire).

ABOUT THE SURVEY

The survey has been structured into two main parts; the first part establishes your personal information and the second part aims to establish your personal perception of effects of animation videos.

INSTRUCTIONS

Please answer the questions with honesty, integrity and responsibility.

QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

Instructions: Check the appropriate box

Gender

Male female

Age Bracket

13-20 20-28 28-35 35-45 45-60

Education level

Pre-Intermediate

Intermediate

SECTION B: FEEDBACK ON ANIMATED VIDEOS

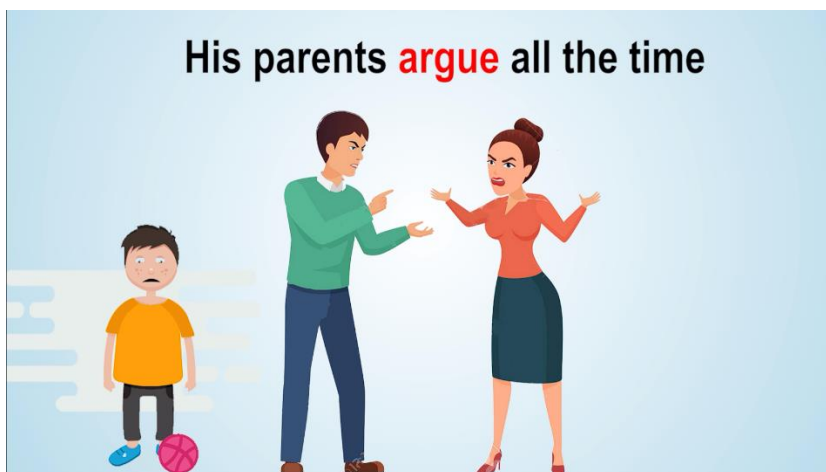
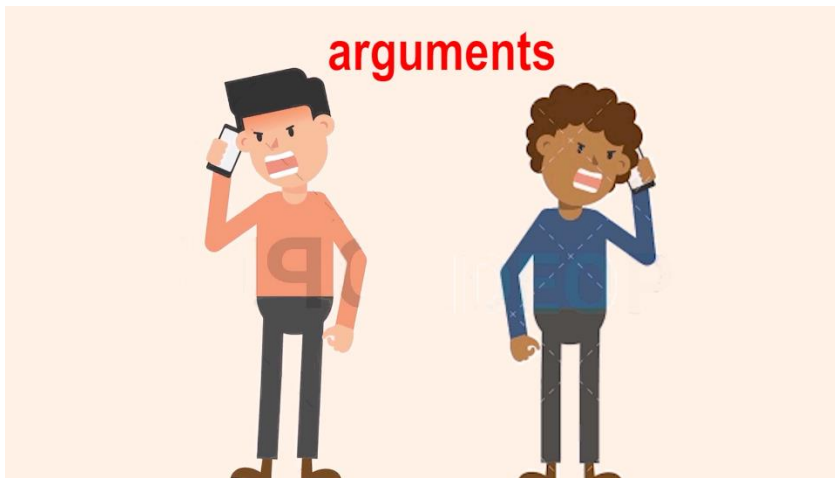
Instructions: Please mark the appropriate option as provided in the likert scale

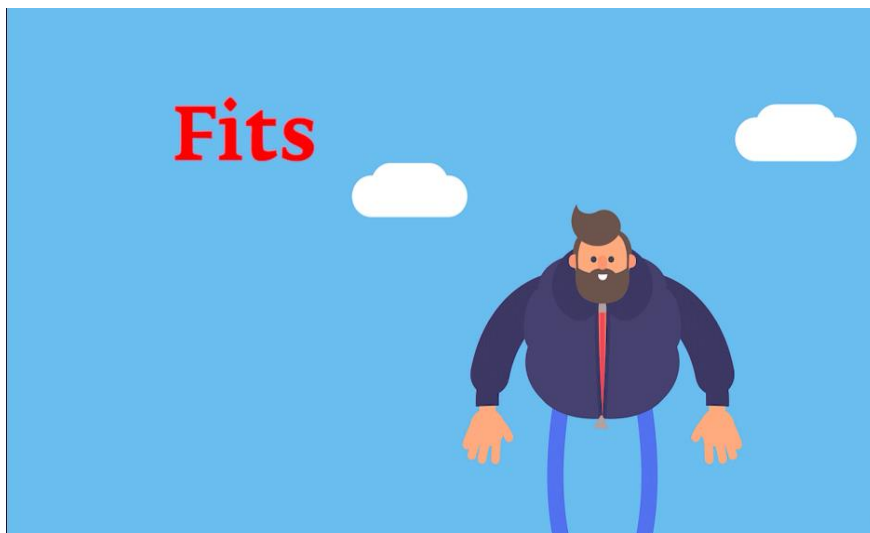
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Are you interested in learning new vocabularies using animated videos?						
Which method did you use before to learn new vocabulary?						
How interesting is learning new vocabularies using animated videos?						
Do you believe using animated videos helped you in mastering new vocabularies?						
How easy was it to remember						

new vocabularies illustrated using animated videos?						
Did animated videos help you in using the new vocabularies to answer the question where you were required to use the new words in narrating recent occurrences?						

Appendix H

Sample Screenshots from the Animated Videos Used





Brave



Ash is a **brave** young boy full of energy and passion



Her **brave** actions are worthy of a medal



Appendix I
Ethical Consideration Form



YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

1.11.2018

Dear Shivan Khudhur Ridha Dizayee

Your application titled “**Analysing the effective use of animated video in vocabulary learning: A study of NTI private Institute in Erbil**” with the application number YDÜ/EB/2018/151 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix J

Names and Profiles of Evaluators and Validators

CURRICULUM VITAE

Dr. Kusay Ahmad
5984 Manzanillo Crescent
Mississauga
ON L5M 6Y3
Canada

E-mail: kusayahmad@hotmail.com

Date of Birth: November 29, 1952
Gender: Male
Marital Status: Married
Nationality: Canadian

Academic Qualifications

Post-Graduation

- a. Degree: Ph.D. in Linguistics
 Date of Award : July 1987
 Place: Department of Linguistic Science, University of Reading, U.K
 Subject: Linguistics (Phonetics & Phonology)
 Thesis: Intonation
 Supervisors: Professor Andrew Butcher
 Professor Frank Palmer
- b. Degree: M.A in Phonetics
 Date of Award: July 1979
 Place: Department of Phonetics & Linguistics, University College,
 University of London, U.K
- c. Degree: Post-Graduate Diploma in Phonetics
 Date of Award: July 1977
 Place: Department of Phonetics, University of Leeds, U.K

Other Academic Qualifications

- a. Degree: Certificate in English Phonetics for Foreign Students
 Date of Award: August 1978
 Place: Department of Phonetics, University College London, U.K
- b. Degree: Certificate of Proficiency in the Phonetics of English
 Date of Award: June 1978
 Place: International Phonetic Association (University College London), U.K

Graduation

Degree: B.A in English Language

Date of Award: May 1974

Place: Department of European Languages, College of Arts, University of Basrah, Iraq

Work Experience

1. Position: Assistant Professor and Head of Department
Place: Department of English, qala University College, Erbil, Duhok, Iraq
Year: December 2018 – Present
2. Position: Assistant Professor and Head of Department
Place: Department of English, Cihan University-Duhok, Duhok, Iraq
Year: February 2014 – November 2018
3. Position: Associate Professor and Head of Department
Place: Department of English, Faculty of Education-Ghemines, Benghazi University,
Benghazi, Libya
Year: September 2012 - February 2014
4. Position: Associate Professor and Head of Department
Place: Department of English, Africa University, Libya
Year: May 2012 - April 2013
5. Position: Lecturer
Place: Foundation Institute, University of Nizwa, Oman
Year: September 2011 – May 2012
6. Position: Sessional Lecturer
Place: Department of Language Studies, University of Toronto Mississauga, Canada
Year: September 2008 - 2010
7. Position: Sessional Lecturer
Place: Department of Humanities, University of Toronto Scarborough, Canada
Year: September 2005 - June 2008
8. Position: Associate Professor and Head of Department
Place: Department of English Language & Literature, Nizwa Collage of Education, Oman
Year: September 2000 - August 2005
9. Position: Acting Dean
Place: Nizwa College of Education, Sultanate of Oman
Year: July 2002
10. Position: Maître de Conférences (Associate Professor)
Place: Department of English, Institut Supérieur des Langues de Tunis, University of
Tunis I, Tunisia
Year: September 1992 - August 2000
11. Position: Lecturer
Place: Department of English, College of Education, University of Basrah, Iraq
Year: November 1987 - September 1992
12. Position: Instructor
Place: Language Learning Centre, 7 King's Road, Reading, U.K
Year: January 1983 - July 1987

13. Position: Assistant Lecturer
Place: Department of Languages, English Section, College of Education, University of Basrah, Iraq
Year: November 1979 - September 1982
14. Position: Postgraduate Teaching & Supervision
- a. Place: Department of English, College of Arts, University of Basrah, Iraq
Year: October 1989 - September 1992
 - b. Place: Department of English, Institut Supérieur des Langues de Tunis, University of Tunis I, Tunisia
Year: September 1997 - August 2000
15. Position: English Language Teacher
Place: Summer School Basrah, Iraq
Year: June - August 1974 & 1976
16. **Freelance Occupations:**
- a. Instructor of English & Arabic
Place: Private, Reading, U.K
Year: October 1982 - June 1987
 - b. Translator / Interpreter (from/to Arabic & English)
 - b. 1. Place: Cantalk Canada Inc., Canada
Year: August 2007 - Present
 - b. 2. Place: Private companies, Nizwa, Oman
Year: September 2000 - August 2005
 - b. 3. Place: Private Companies, Tunis, Tunisia
Year: September 1992 - August 2000
 - b. 4. Place: Private Companies, Basrah, Iraq
Year: October 1987 - July 1992
 - b. 5. Place: Private Companies, Reading, U.K
Year: October 1982 - July 1987
 - b. 6. Place: Private Companies, Basarah, Iraq
Year: September 1979 - September 1982

Computer Skills

Proficient in Microsoft Word, Excel, Internet Explorer, and Outlook

Languages

English & Arabic

Publications

BOOK: Al-Mu'jam Al-Musa'id (1998) Tunis: Arab League Educational, Cultural and Scientific Organisation

ARTICLES:

- Tonicity: (in progress)

- *A note on the graphic representation of averaged Fo curves by computers. Phon. Lab Univ. Reading Work in Progress 5 (1985):145 - 149*
- *A spectrographic and aerodynamic study of pharyngeal consonants in Iraqi Arabic . Phon. Lab Univ. Reading Work in Progress 5 (1985): 1 - 30*
- *Some acoustic and aerodynamic characteristics of pharyngeal consonants in Iraqi Arabic. Phonetica 44 (1987): 156 - 172*
- *The Tones of Arabic and English. Dirasat, Special Issue (1999): 221 - 231*

Membership of Professional Organizations & Committees

- The Academic Council, Qala University - Erbil, Kurdistan Region, Iraq, 2014- Present
- The Academic Council, Cihan University - Duhok, Kurdistan Region, Iraq, 2014- November
- The Academic Council, Benghazi University, Faculty of Education-Ghemines, Libya, 2012 - 2014
- The Academic Council, Africa University, Libya, 2012 - 2013
- Canadian Association of University Teachers, Canada, 2008 - 2010
- Committee for Recruiting the English Language Faculty, Ministry of Higher Education, Sultanate of Oman, 2002 - 2005
- Quality Assurance Committee, Nizwa College of Education, Sultanate of Oman, 2003
- Committee for Recruiting Research Assistants, Nizwa College of Education, Sultanate of Oman, 2002 & 2003
- The Academic Council, Nizwa College of Education, Sultanate of Oman, 2000 - 2005
- Committee for Inspecting the English Language Tests of the Colleges of Education, Ministry of Higher Education, Sultanate of Oman, 2000 - 2001
- The Association of Professors of English and Translation at Arab Universities, University of Jordan, Jordan, 1997 - 2000
- DEA Committee (Post-Graduate Studies), Departments of English: Faculty of Letters, Manouba & Institut Supérieur des Langues de Tunis, University of Tunis I, Tunisia, 1997 - 2000
- The Doctorate and Habilitation Commission, Department of English, Faculty of Letters, Manouba, University of Tunis I, Tunisia, 1997 - 2000
- The Academic Committee, Department of English, College of Education, University of Basrah, Iraq, 1987 - 1992
- The Editorial Board of the Bulletin of the College of Education, University of

Basrah, Iraq, 1981 - 1982

- The International Phonetic Association, University College London, U.K, 1977 - 1980

Conferences, Symposiums, and Workshops

- Workshop: **Developing the English Departments in Kurdistan**, Ministry of Higher Education, Kurdistan Region, Erbil, 24 April 2014, Iraq
- **First International Scientific Conference**, Cihan University-Erbil, 20 - 21 April 2014, Iraq
- **Enhancing Teaching Practice: Ideas and Perspectives for EFL Educators and Learners**, University of Benghazi, 2 - 4 September 2013, Libya
- Workshop: **Practice and Perspectives in Foundation Programme**, Majan College, 15 October 2003, Sultanate of Oman
- **Quality Assurance Workshop**, Nizwa College of Education, 20 June 2003, Sultanate of Oman
- **Third ELT Conference**, Sultan Qaboos University, 19 - 20 March 2003, Sultanate of Oman
- Workshop: **Practicum**, Nizwa College of Education, 25 January 2003, Sultanate of Oman
- **Secondary Education for a Better Future**, Ministry of Education, 22 - 24 December 2002, Sultanate of Oman
- Workshop: **Basic Education in Oman**, Nizwa College of Education, 29 - 30 September 2002, Sultanate of Oman
- Workshop: **ESP Course Description for Students of Arabic and Islamic Studies at the Colleges of Education**, Nizwa College of Education, 19 - 20 February 2002, Sultanate of Oman
- **Second ELT Conference**, Sultan Qaboos University, 27 - 29 March 2002, Sultanate of Oman
- Workshop: **Streaming of College Students in English Language by Level**, Nizwa College of Education, 23 - 24 January 2001, Sultanate of Oman
- **The Second International Conference of the Teachers of English and Translation in the Arab Universities**, University of Jordan, 28 - 30 August 2000, Jordan
- **Present and Future Prospects of the Languages in Tunisia**, IBLV / University of Tunis, 2 - 4 April 1998, Tunisia
- **The First International Conference of Arabic and English Comparative and Contrastive Studies**, University of Jordan, 23 - 27 August 1997, Jordan

Contact Details

Salim Mustafa Ibrahim
Erbil, Kwestan
Email: salim.ibrahimmu@gmail.com
Mob: 07815500323

Academic Qualifications

- 2012 PhD in English Language, Sheffield Hallam University, Faculty of
Development and Society, Sheffield, UK.
- 2005 BA in English Language, Salahaddin University, Erbil.

Employment History

- 2016 - 2019 Translator/HR - Tuba Investment and Consulting, Erbil
- 2015 - 2016 Head of English Department, Bayan University
- 2014 - 2015 English Language Lecturer at University of Erbil
- 2012 - 2014 English Language Lecturer at Ishik University

Conference Attendances

- 1 June 2014 *Ishik University Conference on Energy, Ecology and
Environment, Erbil (Session Chair).*
- 14 April 2014 *Ishik University Conference on Humanities, Erbil
(Session Chair).*
- 13 April 2013 *The 4th International Visible Conference on Educational
Sciences, Ishik University, Erbil (Session Chair).*
- 19 December 2007 *The Kurds in International Affairs, Chatham House,
London, UK.*
- 16 June 2010 *PhD Workshop: The Viva, Sheffield Hallam University,
Sheffield, UK.*
-

Academic Publications:

Ibrahim, Salim. 2014. "Philosophy and Education", *International Journal of Social Sciences and Educational Studies*, Vol. 1, No1, pp. 47-50. Available at: <http://conf.iu.edu.iq/esld/CurrentIssue.aspx>.

Conference Papers

"Philosophy and Education", *Ishik University Conference on Humanities* (13 April 2014).

"Language Curriculum Development", *Ishik University Conference on Humanities* (13 April 2014).

Languages

English (fluent)
Kurdish (native)

Computer skills

Microsoft Word
Excel

Appendix K

List of Themes and Vocabulary

List of Vocabulary

1st Animated video

Theme: "Conflict"

- 1- Argument
- 2- Fits
- 3- Brave
- 4- Afraid
- 5- Affect
- 6- Celebrate
- 7- Test
- 8- Appearance
- 9- Complete

2nd animated video

Theme: Weather

- 1- Activity
- 2- Advice
- 3- Depression
- 4- Gift
- 5- Famous
- 6- Escape
- 7- Design
- 8- Dishes
- 9- Exhibition
- 10- Fight

3rd animated video

Theme: Science

- 1- Twin
- 2- Travel
- 3- Tower
- 4- Temperature
- 5- Technology
- 6- Surgery
- 7- Slice
- 8- Shine
- 9- Ship
- 10- Shave

4th animated video
Theme: Accidents

- 1- Stairs
- 2- Seatbelt
- 3- Ring
- 4- Reporter
- 5- Repair
- 6- Race
- 7- Protect
- 8- Population
- 9- Plant
- 10- Patient

5th animated video
Theme: Hobbies

- 1- Painting
- 2- Meeting
- 3- Married
- 4- Make up
- 5- Lift
- 6- Laboratory
- 7- Grocery
- 8- Fair
- 9- Farmer
- 10- Crowd

6th animated video
Theme: Living alone

- 1- Flat
- 2- Refrigerator
- 3- Draw
- 4- Kiss
- 5- Accident
- 6- Blind
- 7- Desert
- 8- Laugh
- 9- Industry
- 10- Storm

7th animated video

Theme: Education

- 1- Couple
- 2- Library
- 3- Exam
- 4- Flight
- 5- Bridge
- 6- Pollution
- 7- Conference
- 8- Chemistry
- 9- Protest
- 10- Athlete

8th animated video

Theme: Travelling

- 1- Jungle
- 2- Passport
- 3- Tunnel
- 4- Cave
- 5- Moon
- 6- Castle
- 7- Pyramid
- 8- Thief
- 9- Thirsty
- 10- Angry

Appendix L

Turnitin Similarity Report

UNIVERSITY

ORIGINALITY REPORT

19%	14%	4%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.mdpi.com Internet Source	7%
2	Submitted to Arkansas Tech University Student Paper	5%
3	citl.illinois.edu Internet Source	1%
4	jurnal.untan.ac.id Internet Source	1%
5	www.coursehero.com Internet Source	1%
6	www.yumpu.com Internet Source	<1%
7	worldwidescience.org Internet Source	<1%
8	Shivan Khudhur Ridha, Hanife Bensen Bostancı, Mustafa Kurt. "Effectiveness of the Animated Video Method in Vocabulary Learning: A Case Study of Noble Technical	<1%

Appendix M

Researcher Profile

Shivan Dizayee.

M.A.

Age: 32

100 Mtr Avenue

Zanko, Erbil

Kurdistan Region

+964 750 4797794

shivan.khidir@mhe-krq.org

<https://neu-tr.academia.edu/ShivanDizayee/Papers>

QUALIFICATION

Can work well under pressure & meet deadlines

Hard worker, quick learner & ability to assume responsibility

Possess excellent communication & interpersonal skills

Capable of working with people from different backgrounds

Skilled in handling the public with diplomacy & professionalism

EDUCATION

Near East University

Ph.D. Candidate - English Language Teaching, Since October 2016.

Thesis: “The Effect of Using Animation videos in Teaching English Vocabulary - A Case Study of KRG – Private Universities”.

American University of Kyrenia

M.A. in English Language Teaching, October 2015 (CGPA 3.28)

Master Thesis: “perceptions of film: A study on how film affects English language learning instruction”

American University of Kyrenia

English Language Foundation Program, March 2012

Salahaddin University - Erbil

B.A. College of Arts – Department of English Language, May 2009

AUIS, Iraq / Sulaymaniyah

Pedagogical Training for Professional Teacher Development

Pedagogy**INTERNATIONAL FOUNDATIONS, PRIVATE ORGANIZATIONS**

- A- Iraq, Erbil - (March, 2009-Nov, 2011).
- B- North Cyprus – (Jan, 2012-Feb, 2014) -(Feb, 2017).
- C- India, New Delhi & Bangalore – (May, 2014- Dec, 2016).

Accomplishments

- A- Part-time (Interpréter and Translator) Iberica, Marbles and Granites from Spain in Erbil.
 - Greater than me USA foundation (Eng,Interpréter and opération officer).
 - Rotana Hotel conferences (English Language Interpréter).
- B- American University of Kyrenia (Coordinator), Near East University, (International office), Eastern Mediterranean University, (Asst. lecturer).
- C- (US Abercrombie & Kent), Global Health carrier company (Arab, Kurdish and Indian Operation officer) in each of ((Narayana Hrudayalaya & Manipal hospitals in India, Bangalore city), (Max, Medanta, Fortis hospitals) in New Delhi-India.

KRG RESPONSIBILITIES

Iraq, Erbil - (Ministry of Water Resources & Agriculture). (2009-2011)

Iraq, Erbil - (Ministry of Martyrs and Anfal Affairs). (2011-2013)

Iraq, Erbil - (Ministry of Higher Education and Scientific Research's) (2015 to present)

Accomplishments,

(Information Technology, Create Users and Domain Computes via Server 2003), Data entry, Statistics, Planning and Administration management).

(Ministry office, foreign relations department and Case researcher).

(Director of HCDP department, Quality insurance follow up, the minister office)- (Directorate of Equalization certificates).

WORK HISTORY - ASSISTANT LECTURER

- Assistant Lecturer at Cihan University of Sulimanyah and Erbil campuses – College of Education and English language at Cihan Suly and College of Engineering at Cihan Erbil. A completely one term from Sep 2017 to Feb 2018.

- Assistant Lecturer at Lebanese French University Erbil campus – College of Economics and Administration – Dep of Accounting, Tourism, Business Administration and Marketing. Completely a year from 15th of Jul 2017 to 14th of Jul 2018.
-
- Assistant Lecturer at American University of Kyrenia – North Cyprus campus – Foundation English Program from Sep 2013 to Aug 2014.
- Assistant Lecturer at Near East University – North part of Cyprus – International students at Egitim Saray – English foundation program – NEU campus from Feb to Jul 2015.

VISITING LECTURER

- Department of English Language, Qala University College (October 2019 – July 2020) Erbil, Kurdistan Region.
- Head International cooperation and Quality Assurance at Qala Univeristy College.
- MAD technical institute in Erbil – Head of Human Resources.
- Bayan University – Department of English language.
- Noble Technical Institute - Department of English language
- Mad Technical Institute - Department of English language

Acting Dean - Noble Technical Institute 2020-2021

Vice Dean – Noble Technical Institute 2019-2020

Head of Quality Assurance – Noble Technical Institute

Head of English Language Department – NTI

Vice chairperson

Accounting and Finance Department, Lebanese French University (Feb 2018 - 1st August 2019)

Erbil, Kurdistan Region

Acting Head of Health Accounting Department

Accounting and finance Department, Lebanese French University (Feb 2018-2019)

Erbil, Kurdistan Region.

Department Coordinator

Accounting and finance Department Department, Lebanese French University (Sep 2017-Feb 2018) Erbil, Kurdistan Region

Assistant Lecturer

English Language Department, Lebanese French University (Sep 2017-1st July 2019)
Erbil, Kurdistan Region

SLC Communication Officer

Scientific Level Company (2016 – Present), Erbil, Kurdistan Region

Freelancer Model, 2014-2015

UNIFILM, Nicosia, North Cyprus

Freelancer, Translator (English><Kurdish), 2009-Present

WEwords (2009-Present), Wordminds (2012-Present) TRAVOD (2013-Present),
SwissSolution (2013-Present)

SKILLS

Teaching

Administration

English 4 Skills

Public Relations

Phonetics and Phonology

Film effects on teaching

Language instructions

Research writing

MODULES TAUGHT

Writing skills, Phonetics and Phonology, Reading Skills, Research methods, Teaching Vocabulary through Technology, Vocabulary building, English conversation, English Communication, Management Reading in English, General English, English Legal concepts, English for BA, English for Accounting and finance, Academic debate, IELTS, Building Vocabulary, Teaching Methodology and Syntax.

RESEARCH & PUBLICATION

- Social Science Citation Index (SSCI) – Sustainability Journal 3 April 2022 / Revised: 3 June 2022 / Accepted: 5 June 2022 / Published: 8 June 2022 Near East University Affiliation <https://www.mdpi.com/2071-1050/14/12/7002>
- I was secretary of Qalaa Zanist scientific journal at Lebanese French University from 2017 to 2018.
- A research about: The development of speaking comfortably in and out of Classes.

ISSN 2518 – 6566 Date: 2018/06/20 Qalaa Zanist Scientific Journal – Published by Lebanese French University/ Iraq http://lfu.edu.krd/qalai_zanst.aspx

- A research about: How film affects English Language learning instructions.

ISSN 2518 – 6558 Date: 2018/01/28 Qalaa Zanist Scientific Journal – Published by Lebanese French University / Iraq http://lfu.edu.krd/qalai_zanst.aspx

- A reviewed paper about : Authoritative Parenting-Synthesizing Nurturance and Discipline for Optimal Child Development ISSN: 2348-6848 Date: February 2017, Vol 04, Issue -02 February 2017. International refereed and indexed journal for research publication with impact factor 5.60 – International journal of research (IJR). <https://edupediapublications.org/journals/index.php/IJR/article/view/6841>
- **Editions Henri Goursau, France (2011)**

Le Tour du Monde en 180 Langues" by Henry Goursau (Contributing Author).

CONFERENCES & FORUMS

- International patent conference in Erbil/Iraq – Head of committee organizer – Noble Technical Institute.
- Bologna Process rules and instruction / Organized by KRG/MHE – Noble Technical Institute
- International Conference in Recent Trends on Science and Technology, Chennai, Tamil Nadhu, India (20th March 2019) Chief Guest.
- Lebanese French University – University level – from 10th of Nov to February 2018.

Why second language acquisition is important?

Why we speak better than writing? In terms of English Language?

Native or Nonnative teachers? Which one worth more?

How to improve your language four skills?

- Educational, Economics and administration conferences:

How to speak English Language comfortably in and out of Classes (LFU international conference)

APA style and terms to be followed (Near East University international educational conference)

Why googles classroom? How to use? And what are the benefits of google classroom? LFU international Educational conference.

American University Iraq – Sulaymaniyah – How to manage professional classes through technology 2019.

Committee's

- LFU examination committee – University and college level from 2017 to 2018.
- LFU Petition form department from 2016 to 2018.
- American University of Kyrenia – Foundation level 2013 to 2014.
- LFU student activity University level 2017 – 2018.
- Research Graduation committee in each of department of Accounting, English language, General Education and Business administrations LFU fourth grade students.
- Scientific Research Committee member LFU college level
- Head of Internship Committee – Noble Technical Institute. 2020-2021
- Head of Project Graduation Committee – Noble Technical Institute. 2020 - 2021
- Head of Bologna Process Committee – Noble Technical Institute. 2020-2021
- Head of Scientific Affairs Committee – Noble Technical Institute. 2020-2021
- Head of Examination Committee - Noble Technical Institute. 2020-2021

HONORS & RECOGNITIONS

- TOP 10 Student Awards: Erbil Governorate, 2005 – 2006
- Graduate and Postgraduate Scholarships Scheme (GAU-NEU), 2012-2020)

- 7.00 Band in IELTS Academic (British Council)
- 80 out of 100 English Language proficiency exam

COMPUTER & TECH SKILLS

Proficient with MS Word, Excel, and PowerPoint, Prezi, Zoom, Padlet, Edmodo, Google Classroom, Moodle, Socrative, Adobe Photoshop, 4 and 3d max.

Statistical Package for the Social Sciences (SPSS) and Proficient in using Internet.

LANGUAGES

Kurdish (Native), **English** (Fluent), **Arabic** (Fluent), **Turkish** (Fluent), French (Basic)

INTERESTS

Reading, teaching through technology, playing squash, Solving puzzles and computing.

REFERENCES

- Prof. Dr. Recep Songun: Phone: +90 392 650 20 00, Email: repepsongun@gau.edu.tr
- Prof. Dr. Jamal Mazzal Assad: Phone +90 751 743 35 60 Email: Jamalassad@lfu.edu.krd
- Rolwin Mathias: Phone: +91 990 043 05 97, Email: Rolwinmathias@akglobalhealth.com