



On the Impact of Motion Info graphics on Reading Comprehension of Iranians EFL Impulsive-Reflective Learners

Mohammad Ali Karami¹ (M.A), Behnam Hashemi² (PhD)

1. MA in TEFL, Department of English language teaching, Islamic Azad University, Roudehen Branch

Email: mohamadalikarami@hotmail.com

2. PhD in TEFL, Assistant professor, Islamic Azad University, Roudehen Branch

Email: behnamhashimi@yahoo.com

Abstract

Improving reading knowledge has always been an important concern to EFL learners, so far much attempt, and related to enhance reading knowledge in various methods. Nowadays, it is time to forget the stereotypical methods of reading learning which rarely engage the readers' mind in the learning process and focus their attention on utilizing multimedia and visualizations in the form of info graphics in reading learning. The present study was designed to investigate the effect of utilizing motion infographics on reading comprehension of Iranian EFL impulsive-reflective learners. Motion infographics are graphic visual representations of information, intended to present information quickly and clearly. This study carried out in the course of study at English institute level in order to achieve the aim of the study of the probable significance of the effect of authentic materials over simplified materials and its effect on learners' reading comprehension. Accordingly, 60 learners, between 20 and 25 years old, randomly selected from a larger group of 100 EFL learners based on their performance on Oxford Placement Test (OPT), attending Kish institute in Tehran, Iran. The selected participants divided into two groups (impulsive and reflective group). The EFL learners in the impulsive group had motion infographics as their treatment, whereas the EFL learners in the reflective group continued to learn the authentic material (i.e Times & News Week) through a traditional method. Both groups took a 40 reading items on a mock IBT TOEFL test in pre-and post-test. The T-test statistical procedure utilized to the data and the result of the analysis showed that the impulsive group significantly outperformed the reflective group in the reading comprehension. The results of this study showed

that all those who are engaged in language teaching and learning can process to possess a better perspective into developing efficient instructions.

Key words: Motion, Infographics, Reading comprehension, Times and News Week Magazine

1. Introduction

During the last decade, the process of second or foreign language learning is necessary, because someone can communicate to others. It means that language is a tool to transfer information and messages and expressing attitudes and emotions. Moreover, English as an international language plays a important role in politics, culture, and education. According to these reasons, learning language as a second or foreign language is a complex process (Tilemma, 2000). In order to be a competent learner, it is necessary to be capable in four basic skills which are listening, speaking, reading, and writing. Also, reading is one of the most central skill in learning a language and is chosen to be studied in the present research.

On other words, reading skill can be used for different purposes like entertaining and education. According to Hume and Snowling (2011), reading skill is one of the main goals of early education.

Learning, whether in an academic setting or on one's own tends to be highly relied on the comprehension of information from text sources (McKeown, 1990). In this regard, White (2004) belived that reading truly is basically in every academic areas.

The last variable of the present study is the dictomy of impulsive/reflective. The notion of impulsive/reflective stems from trait theories of personality developed in psychology. This dichotomy has an affective influence on language learning. Oxford Learner's Dictionary (2006)