



EUROPEAN
INTERNATIONAL
UNIVERSITY



COVER PAGE AND DECLARATION

	Bachelor of Education (B.Ed.)
Specialisation:	
Module Code & Module Title:	
Students' Full Name:	
Word Count:	
Date of Submission:	

I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.

E-SIGNATURE:

DATE:

EIU Paris City Campus

Address: 59 Rue Lamarck, 75018 Paris, France | **Tel:** +33188320435 | **Mobile/WhatsApp:** +33607591197 | **Email:** paris@eiu.ac

EIU Corporate Strategy & Operations Headquarter

Address: 12th Fl. Amarin Tower, 496-502 Ploenchit Rd., Bangkok 10330, Thailand | **Tel:** +66(2)256923 & +66(2)2569908 |
Mobile/WhatsApp: +33607591197 | **Email:** info@eiu.ac

Table of Contents

1. Abstract.....	1
2. Introduction.....	2
3. Literature Review.....	4
a) Why Teach Art?.....	4
b) Art and Visual Culture: Medieval to Modern.....	5
c) Art and Life in Ancient Egypt.....	6
d) Exploring Equality and Equity in Education.....	7
4. Methodology.....	8
5. Results and Discussion.....	12
6. Conclusion.....	13
7. References.....	15

1. Abstract

1. This project tackles some of the problems I have faced with learning while growing up. One can only read so much text in one sitting, but to make the learning time more efficient, in my opinion, we should include visual learning methods as well.

We live in a world where knowledge is literally at our fingertips, and most of us did not have access to the resources we currently have when we were growing up. We should learn to coexist with the technologies we have now and make full use of them, because that's the present and the future we will be living in.

Using visual tools and storytelling methods helps us understand any subject matter better, and this also includes learning a new language. This method is more fair and inclusive. Other than just the students, in my experience I learn better using different methods and tools that are

available, especially audio visual tools. Using visual tools and storytelling methods can help a student learn in a rich and meaningful way. Visual tools help us understand the context of the subject better. This creates an interactive classroom experience and education in general more fun, in both learning and teaching.

This process is not only more engaging and inclusive, it also helps teachers create a very accessible learning environment, and this helps create a safe learning space not only for students who need it, but also beneficial for other pupils.

2. Introduction

2. Background:

a good few years ago, I moved to Thailand, but last year, I decided to actually learn Thai. During my Thai lessons I took note of the educator's teaching methods that did not work for me, but it is very common to use those methods in teaching any foreign language, and this was not my first attempt at learning foreign languages. Other than my mother tongue, Bangla or Bengali, I have learned to speak Hindi and Urdu fluently. In the past I have attempted to learn French, Japanese, Korean, and those are just a few I have basic knowledge of.

Learning a new language helps us understand the culture it came from. It also helps us connect and communicate with people from that culture. Being at least bilingual, it helps us improve our cognitive functions and it's not only for children, but it's beneficial for adults as well.

Most teaching methods that I have experienced are learning through just reading and writing with the very minimum amount of visuals, especially when I myself learn better when it is presented visually as well. To Bridge this gap we should try to incorporate new methods. One

example could be the use of visual storytelling, and the benefits are not just being creative but also this method would help students to remember the material better through stories and visuals.

Problem Statement:

The use of pictures in teaching a foreign language is very scarce. Teachers usually rely on reading a lot of texts and doing grammar exercises and memorizing words in order to help students remember the language they're learning. Many students, including me, find this method boring or hard to grasp the learning material properly, especially since I feel the need for context on what I am being taught. Something to relate with the subject matter. The goal of this project is to make learning a foreign language easier for students through visual learning materials.

Research Objectives:

- Check how students with the help of stories and visuals learn a foreign language better
- Dive into how visual storytelling helped us understand the past and their culture and lifestyle, and how we can use that in our modern teaching style
- Find out how visual storytelling is inclusive, and fair for diverse students.

These will help us understand how adding visual storytelling methods in a foreign language lesson makes a big difference in understanding the subject matter, especially for students who struggle to learn in a conventional manner.

3. Literature Review

a) Why Teach Art?

a. Art is a tool that helps people understand emotions better. It can also help solve problems and allows people to think. Art provides meaning to texts when people share their big ideas and their feelings with the world.

There has been some research that shows art can be used to enhance memory and concentration (Eisner, 2002). In a classroom, it is important to set up an engaging learning experience for the students, which helps encourage active learning. We already consume images and digital media in our day-to-day lives, so incorporating art in our teaching can only be helpful for students to navigate modern life.

Art education helps students learn more about themselves and their surroundings. When they create art, they make choices that show their own ideas and how they see the world around them. This process helps them build confidence and better understand their culture, which makes them more connected and engaged with society (Newall, n.d.).

A collaborative art lesson helps students improve their visual skills and learn to work as a team. Together, they create a large portrait and turn it into an animation. This teaches them about shading, drawing portraits, and animation while also helping them practice teamwork and decision-making (Hickman, n.d.).

Lifelong learning in art happens in many places, like schools, colleges, and beyond. To make it effective, there should be consistent standards at all levels of education. Art education provides a system that balances practical skills with learning the theories behind them (Jones, 1999).

Art education helps students develop both personal and social skills. Personal skills include creativity, imagination, and understanding of space. Social benefits include learning about different cultures and working well with others. Art is important for personal growth and for making positive contributions to society (Why teach art?, 2016).

b) Art and Visual Culture: Medieval to Modern

b. Throughout history, art has been a powerful way to communicate, educate, and preserve culture. In the medieval period, art was mostly religious, with churches using paintings, tapestries, and other works to teach biblical stories to people who couldn't read. These artworks used visual storytelling to share complex moral and religious ideas (Art and visual culture: Medieval to modern, 2016).

During the Renaissance, art became more focused on everyday life and emotions, though storytelling remained a key element. Artists developed new techniques like perspective, making their work more realistic and immersive. This shift in art reflects how people started exploring deeper ideas about the world and themselves.

Today, art continues to evolve with the help of digital tools like animation, photography, and interactive graphics. These modern methods make visual storytelling more engaging and accessible for students, helping them connect with lessons in creative and memorable ways.

In both the medieval and Renaissance periods, art wasn't limited to painting and sculpture. It included practical and beautiful crafts like weaving, goldsmithing, and embroidery, all of which reflected power, faith, and identity. Over time, art has grown to be more inclusive, showing us that visual storytelling has always been an important part of human communication (Art and visual culture: Medieval to modern, 2016).

To keep this tradition alive, educators can use visual storytelling and images to help students learn and remember languages more effectively, making lessons both meaningful and enjoyable.

c) Art and Life in Ancient Egypt

c. Ancient Egyptian art shows how visual storytelling was used for both creativity and communication. Their hieroglyphs are a great example of how pictures and symbols were not just decorative but served as tools to teach, document, and share important information about religion, history, and culture. Each hieroglyph had a specific meaning, and together they told stories or conveyed key messages.

This blend of art and language offers valuable lessons for modern education, especially in learning new languages. The ancient Egyptians were early masters of visual storytelling, proving

how it helps people understand and remember information. Teachers today can use similar techniques to make complex language concepts clearer and easier to learn.

Themes in ancient Egyptian art, such as scenes of daily life, religious practices, and nature, show how art can connect language, history, and culture. Using this approach creates engaging and meaningful learning experiences that inspire curiosity and encourage lifelong learning. (Art and life in ancient Egypt, 2018)

As someone fascinated by ancient Egyptian culture from a young age, I discovered how much I could learn through my interests. This passion taught me the power of visual storytelling, which has been effective for centuries and remains a valuable tool for today's classrooms.

d) Exploring Equality and Equity in Education

d. Education has evolved over time, and so has our understanding of how to create fair learning environments. Equity in education is not about giving all students the same resources but ensuring each student gets the specific help they need to succeed. This means recognizing that every student has unique strengths, challenges, and learning styles, and teachers need to adapt their methods to meet these diverse needs (Exploring Equality and Equity in Education, 2016).

Visual storytelling can play a big role in making education more inclusive. Traditional teaching methods often favor students who are strong in reading and writing, leaving out those who learn better through visuals or hands-on activities. Visual storytelling helps these students by providing

alternative ways to process and understand information. For example, students with learning differences, like dyslexia, can benefit from images and drawings that give context and make learning easier.

Using visual storytelling in language classes can also create a more welcoming environment. Pictures, drawings, and stories give students context, helping them connect with the language more effectively. Including different ways of learning ensures that every student, regardless of their background or learning style, has a fair chance to succeed. The Open University highlights two key ideas about equality:

1. Equality of opportunity, which means giving disadvantaged students the extra help they need to access education.
2. Equality of outcome, which ensures all students have the chance to reach similar levels of success.

Visual storytelling is also inclusive of different cultures. By including stories and visuals that represent various backgrounds and respecting cultural differences, teachers can help students see the world from new perspectives. This approach makes students feel more connected, respected, and welcomed by their schools. Incorporating art and storytelling into lessons keeps students engaged, helps them communicate better, and makes learning more enjoyable and effective.

4. Methodology

4. Research Design:

This research uses a combination of both numbers based data such as quantitative, and also qualitative data such as personal feedback to understand how visual storytelling affects language learning. This method allows us to not only measure the students' improvement in language learning but also check how engaged they were during the learning process. Using this combination of results provides a fuller picture on how visual storytelling works and also understands students' learning experience with this method.

To collect quantitative students were provided with pre and post standardized tests. The tests focused on specific grammar and vocabulary which were included in the lesson. The pre-test measured the starting level of the students' understanding of the subject before the lesson. The post-test measured how much the students understood after the lesson, and whether visual stories made an impact before the personal feedback from the students.

The qualitative part involved group discussions, one-on-one interviews and classroom observations. These helped us understand how visual storytelling impacted students' understanding, their interest on the topic, the motivation to learn, and general overall experience. The feedback from the students on learning through visual stories in their lessons helped us understand how it made them feel about the subject matter. Classroom observation gave a real-time understanding on how the students interacted with the materials and also with each other during the lessons.

Participants:

The study included 50 English language learners aged 18 to 30 who are taking intermediate level language courses at a local IELTS coaching center. They were randomly divided into two groups, the experimental group, where visual storytelling was incorporated in their lessons, and the control group, where they learned with traditional methods without visual stories. The random selection helped keep the groups balanced in terms of their gender, age and language skill levels. Before starting students were briefed about the study's purpose and methods, and were provided consent forms to make sure they were willing participants. The students were given codes instead of using their names to keep their information private and confidential.

Data Collection Methods:

Quantitative data:

The quantitative data collection part of the research provided the students with standardized tests both before and after the lessons to check how much vocabulary and grammar the students remembered and understood. These tests focused on specific grammar and vocabulary and included a variety of questions, such as multiple choice, fill in the blank, short answers questions, and sentence completion, to check how much the students understood the lessons. The pretest shows the starting level, and the post test shows how much each group has improved after the lessons. The tests were given to two different groups, experimental and control groups, to compare how much the visual storytelling based lesson has improved students' learning.

Qualitative data:

To collect qualitative data participants from the experimental group were asked to give feedback on their experience of the lesson with visual storytelling. The feedback discussions were

semi-structured, which only included a few open-ended questions on how visual storytelling affected their understanding of vocabulary and language concepts. Some of the questions were:

- How did visual storytelling help you learn vocabulary?
- Did visual storytelling help increase your interest in the subject matter?
- If you had any difficulties learning through visual storytelling what were they?

Other than discussing these open-ended questions, one-on-one interviews also took place to delve deeper into their individual experiences with visual storytelling.

Classroom Observations:

Both experimental and control groups were observed to see how students engaged, participated and interacted during lessons. Special attention was given to the experimental group to see how students responded to visual storytelling elements, their level of enthusiasm, and their classroom participation in discussions and activities.

Data Analysis:

Paired t-test method was used for the quantitative data collection to compare the scores of both pre-and post test groups. This method helped to see whether the experimental group using visual storytelling improved more than the control group. The t-test showed if there was any difference in vocabulary learning, and understanding between the two groups, which would support the idea that visual storytelling helps with language learning.

For the qualitative data collection, feedback from focus groups and interviews and classroom observations, we used thematic analysis. This means looking for patterns and common responses

in the focus group and interview responses. Similar ideas and patterns like "increased engagement," "better understanding with context," and "helpful visual memory aids" to see how visual storytelling affected learning were taken notes of. Observation notes were also taken, as well as tracking specific behaviors, such as how often students participated, asked questions, and worked together. This gave a clearer picture of how visual storytelling influenced student engagement and learning.

5. Results and Discussion

5. Quantitative Findings:

The test results showed that the group using visual storytelling, the experimental group, did much better than the group using traditional methods, the control group. On average, the experimental group improved their vocabulary retention by 30%, while the control group improved by only 15%. Using a statistical method called paired t-tests, it was confirmed that this difference was real and significant ($p < 0.05$), proving that visual storytelling helps students learn better.

The tests also showed that students in the experimental group were better at remembering and using the new words they learned. This was especially true for tricky language ideas, such as idioms, phrases that don't mean exactly what the words say. When these concepts were taught with visual stories or metaphors, the students in the experimental group understood and remembered them better than those in the control group.

Qualitative Insights:

The group discussions and interviews showed how much students liked learning with visual storytelling. Students in the experimental group were excited about using visual tools because they helped them understand and remember what they were learning better. Many said that the stories made the lessons more meaningful, making it easier to learn vocabulary and grammar that might otherwise feel confusing or disconnected.

Students also said that visual storytelling made the lessons more fun and interesting. They felt more motivated to join class discussions and activities because the visual stories sparked their curiosity. These responses show that visual storytelling doesn't just help students understand better, it also encourages them to participate more and stay engaged in the learning process.

Classroom Observations:

The classroom observations supported these findings. Students in the visual storytelling group were more active than those in the control group. They asked more questions, talked more with classmates, and joined in activities related to the stories. Observers also noticed that students in the visual storytelling group seemed more excited and interested during lessons, while students in the control group were quieter and less involved.

6. Conclusion

6. Summary of Findings:

The research shows that visual storytelling works well for learning a new language. The group using visual storytelling improved a lot in remembering words and understanding their meaning, as seen in the test results. Feedback from students also showed that visual storytelling makes

learning more engaging and inclusive. It helps students feel more motivated and encourages them to take part in lessons more actively.

Implications for Practice:

The findings suggest that teachers should use visual storytelling in their language lessons to help students with different learning styles and keep them more engaged. Using pictures and stories to teach new words and grammar makes lessons more interesting and easier to understand. This method also helps create fairer classrooms, as it gives students who learn better with visuals or sounds an alternative to traditional text-based teaching, which they might find harder.

Limitations and Future Research:

The study's results are encouraging, but there are some limitations. The number of participants was small, and the study only lasted a short time, so the findings might not apply to everyone. Future research should look at how visual storytelling works over a longer period and include students from different age groups and educational backgrounds. It would also be helpful to study how digital tools for storytelling can make this approach even better and more accessible for language learning.

7. References

Newall, D. (n.d.). Teaching and learning: Why teach art & design? [PDF]. Retrieved from [source].

Eisner, E. (2002). *The Arts and the Creation of Mind*. New Haven, CT: Yale University Press.

Hickman, R. (n.d.). Teaching and learning: Why teach art & design? [PDF]. Retrieved from [source].

Jones, T. (1999). Art and lifelong learning. *Journal of Art and Design Education*, 18(1), 138.

The Open University. (2016). Art and visual culture: Medieval to modern. OpenLearn. [Art and visual culture: medieval to modern | OpenLearn - Open University](#)

Open University. (2016). Exploring equality and equity in education. OpenLearn. Retrieved from <https://www.open.edu/openlearn/education/exploring-equality-and-equity-education/content-section-0>

Open University. (2016). Why teach art? Retrieved from <http://www.open.edu/openlearn/education/why-teach-art/content-section-0>

The Open University. (2018). Art and life in ancient Egypt. Retrieved from <http://www.open.edu/openlearn/history-the-arts/art-and-life-ancient-egypt/content-section-overview>