

**UNIVERSITY OF TARTU**  
**DEPARTMENT OF ENGLISH STUDIES**

**USING DIGITAL ANIMATION WITH STUDENTS WHO HAVE LOW  
MOTIVATION AND LANGUAGE SKILLS: ACTION RESEARCH**

**MA thesis**

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## **ABSTRACT**

This MA thesis aims to explore whether and how the use of digital animation can affect students' motivation for learning English and improve behaviour in classes where students display low motivation, limited English language skills, and frequent behavioural issues.

The first chapter of the thesis consists of a literature review that examines different types of motivation and its components, along with various methods used to measure them. Additionally, this chapter discusses how digital animation impacts learning in general, with a specific focus on English language learning, and explores its potential effects on students' motivation.

The second chapter outlines the research methodology based on action research comprising two cycles of experimental lessons incorporating digital animation. This chapter also describes the structure and content of the questionnaire used in the research, the types of animation integrated into the lessons, and the observation methods employed to assess student engagement and behaviour.

In the third chapter, the results from the observation of the lessons and the motivation questionnaire are analysed and presented. This chapter provides insights into the effects of digital animation on student motivation and behaviour in the context of English language learning.

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## **LIST OF ABBREVIATIONS**

EFL - English as a Foreign Language

SDT - Self-Determination Theory

SDT-L2 - Self-Determination Theory of Second Language Scale

SRQ-A - Academic Self-Regulation Questionnaire

## INTRODUCTION

In the field of education, technology has become indispensable, offering a wide array of tools and resources to facilitate language learning. The incorporation of technology not only enriches the classroom experience but also boosts students' motivation and focus (Pazilah et al. 2019: 5). Digital animation, enabled by the use of technology, is progressively utilised within educational settings with the aim of augmenting students' comprehension of intricate processes and abstract concepts which encompass changes over spatial and temporal dimensions (Ploetzner et al. 2021: 499).

Roncarrelli (1989) defines computer animation as “any application which generates a series of frames, so that each frame appears as an alteration of the previous one, and where the sequence of frames is determined either by the designer or the user” (Bernard & Betrancourt 2009: 2). Wright et al (1999) explain it in different words: “the term ‘animation’ can refer to any display element that changes its attributes over time.... Words that fly across the screen or objects that vibrate, blink, or change their colour would be regarded as animations” (Schnotz & Lowe 2008: 1). The present MA thesis relies on the aforementioned concepts of digital animation.

This paper aims to deepen comprehension of how animation influences student motivation and behaviour. By scrutinising the effects of animation on learning and motivation, the objective is to establish a correlation between existing research findings and the author's own experiences implementing animated lessons in classes characterised by significant behavioural challenges and low motivation to learn English.

While some researchers suggest that using multimedia and digital animation in the classroom could potentially distract students, leading to entertainment overshadowing learning (Pazilah et al. 2019: 6), the author's personal experience and evidence from other research

indicate that, when utilised appropriately and aligned with learning objectives, these tools increase students' enthusiasm for learning and aid in comprehension (Abdulrahman et al. 2020: 13). In addition to delivering structured content, the author believes that leveraging the entertaining aspects of multimedia and digital animation can benefit teachers, especially when instructing students with low motivation. Capturing their interest and making lessons engaging may be among the few effective strategies to motivate them to learn.

As the MA thesis aims to investigate student motivation, it is essential to discuss the concept of motivation and engagement as an observable behavioural element. The word motivation stems from the Latin term “*motivus*”, which means a driving cause. According to Encyclopedia Britannica, motivation “...forces acting either on or within a person to initiate behaviour” (Petri et al. 2024). According to Appleton et al (2006), motivation answers the question ‘why’ for a given behaviour (one wants to be successful, to pursue his goal, etc), whereas engagement is ‘an energy in action’ or an ‘energised result’ (Wang & Degol 2014: 2) of motivation and one can observe engagement by how actively someone is involved in a task or activity (Appleton et al. 2005: 428). This concept highlights indicators in students that can be documented and used to summarise whether the animated lessons delivered within the scope of this research effectively motivate students to learn.

The school where the author currently teaches English had long failed to provide adequate conditions for teaching the subject. Although the situation has since improved, the older classes are behind in the English language curriculum and do not respond positively to the increased demand for learning, as their prior instruction was quite relaxed, resulting in poor outcomes. Furthermore, Year 7 has several students from marginalised backgrounds or problematic families, which adversely impacts their behaviour and studies. This class is considered the most challenging in terms of behaviour at this school. During English lessons, the majority of the students show little motivation to learn, lose focus easily, and become highly

disruptive, engaging in excessive chatter, displaying impoliteness, and even resorting to physical altercations in class.

Year 6 is another problematic class at the school; however, the students there are not as disruptive, with their issues more related to passivity and a very slow pace in acquiring new material. The commonalities between both classes are low motivation and limited English language skills. Both classes are currently studying English at the A1 level.

To tackle the challenges observed at the school, the present investigation aims to explore various methods of integrating digital animations into language instruction and assess their effectiveness in enhancing motivation and helping manage behaviour among students initially lacking in these areas. Consequently, the study seeks to conduct action research by integrating digital animation into EFL (English as a Foreign Language) lessons and evaluating its influence on student motivation and behaviour.

Utilising animation in the classroom can offer various advantages. It has the capability to illustrate real-world scenarios and communicate visually intricate information that might be difficult to articulate verbally or in the written format (Tepla et al. 2022: 7). Additionally, it can furnish authentic content and facilitate meaningful interaction, thereby fostering a motivating learning environment (Halenko 2013: 2).

Motivation, in turn, stands out as a key determinant of success in acquiring a second language, as highlighted by Cerqueira & Badger (2015) and Truong (2021). While motivation is a complex interplay of internal and external factors, establishing an engaging learning environment holds promise for bolstering student motivation, as suggested by Wang & Littlewood (2021). Integrating technology, including digital animation, emerges as a potential strategy to counteract demotivation among these external factors.

Hence, the MA thesis seeks to answer the following questions:

- How does the integration of animation impact student motivation in English classes with behavioural issues?

- To what extent does the use of animation contribute to improving student behaviour?

The hypothesis of the current work is that using animation helps manage students' behaviour by keeping them interested and focused, increasing their motivation and thus improving behaviour.

The MA thesis consists of three chapters. The first chapter is a literature review, where the impact of animation on learning in general, along with its influence on motivation and behaviour management, is examined. This intersects with theories of motivation and engagement as an observable manifestation of motivation. In the second chapter, the outline of data collection and methodology employed to examine the impact of animation on student motivation and behaviour are described. The third chapter comprises an analysis of action research, and an analysis of motivation questionnaires. Lastly, the thesis concludes by summarising the possible conclusions derived from hypotheses that were either confirmed or rejected.

## 1. DIGITAL ANIMATION AND STUDENT MOTIVATION

To address the research questions, the concept of motivation, particularly in the context of learning the English language, and aspects of motivation that can be observed are explored in this chapter. Furthermore, the potential that digital animation offers for education and the ways in which it can enhance learning are investigated in some detail.

### 1.1 Types and Components of Motivation

Zoltan Dörnyei (1994: 273), who conducted extensive research on motivation in second language learning, regards motivation as “one of the main determinants of second/foreign language learning achievement”. Without motivation, learners may lack the drive to engage in learning activities (Al-Munawwarah 2018: 108), and even those who are very capable cannot reach their long-term goals and follow the curricular aims (Dörnyei & Csizér 1998: 204). Consequently, motivation is closely intertwined with the learning process, with motivated learners generally exhibiting better learning outcomes compared to those who are less motivated (Al-Munawwarah 2018: 110).

According to the Self-Determination theory (SDT) of Ryan and Deci, there are two types of motivation: *intrinsic*, which involves undertaking an activity for the inherent satisfaction, and *extrinsic*, when the activity is driven by the aim of achieving a distinct outcome (Ryan & Deci 2000b: 71). Extrinsically motivated behaviours can be less autonomous, or controlled, and more autonomous, thus having different types of regulations (Dörnyei 1994: 276). The least autonomous behaviours are *externally regulated*, driven by rewards or punishments (Ryan & Deci 2000b: 71). When an individual's actions are driven by internal pressures to act because of the imposed rules, not fully accept as their own, *introjected regulation* takes place, which indicates some internalisation process (Ryan & Deci 2000: 71b). When an individual

understands and accepts the usefulness of regulations, their motivation becomes more autonomous, or self-determined, which is referred to as *identified regulation* (Ryan & Deci 2000b: 72). Lastly, when one fully internalises and assimilates regulations for themselves, they are driven by *integrated* regulation. The latter is the most autonomous type of extrinsic motivation and shares many qualities with intrinsic motivation (Ryan & Deci 2000b: 72). Finally, within SDT, the concept of amotivation exists, signifying a lack of intrinsic and extrinsic motivation. In simpler terms, it refers to a state without intention or drive to act (Ryan & Deci 2000a: 61).

Each regulation has its consequences for learning (Ryan & Deci 2000a: 73). Although both extrinsic and intrinsic motivation are valuable (Ryan & Deci 2000a: 71), intrinsic motivation is the most sustainable in pursuing a goal (Singh et al. 2022: 2). In the context of second language learning, research demonstrates that more autonomous regulation and intrinsic motivation are positively correlated with outcomes such as willingness to communicate, engagement, positive affect, average student performance, and vocabulary acquisition, while controlled motivation is either unrelated to or negatively correlated with these outcomes (Alamer 2021: 2). Moreover, intrinsically motivated students experience less anxiety and are more open to competition, putting quality effort into work and actively participating in learning activities (Singh et al. 2022: 3). Such students look active, energetic, passionate and attentive, in other words, they are engaged in the study process (Singh et al. 2022: 5).

What is also important for the current research is to consider Dörnyei's distinction of motivational components (Dörnyei 1994: 277). Among these, *the course-specific motivational component* is particularly relevant to this thesis, as it focuses on how lessons themselves can be altered to impact students' motivation, behaviour, and academic performance. According to Dörnyei, course-specific motivational components are linked to the syllabus, teaching

materials and methods, and learning tasks (Dörnyei 1994: 277). The other two motivational components are *teacher-specific*, which is connected to the teacher's personality, style, feedback, and relationship with the students, and *group-specific*, connected to group dynamics, goals, and the group's commitment to those goals (Dörnyei 1994: 277). These distinctions in motivational components underscore the fact that motivating learners by making learning more engaging and creating diverse learning materials addresses only one aspect of motivation, which may or may not yield the desired outcomes if applied on its own, as there are additional factors that influence students' learning and behaviour in class.

## 1.2 Measuring Motivation

Based on SDT, a range of questionnaires exists to measure intrinsic and extrinsic motivation for different purposes. To assess student motivation to study English, two specific questionnaires were chosen: Self-Determination Theory of Second Language Scale (SDT-L2) and Academic Self-Regulation Questionnaire (SRQ- A).

The **SDT-L2 scale** was developed and validated by Alamer (2021: 5) for undergraduate students to measure language learners' motivational orientations according to two general types of motivations, each of which is divided into two groups: *autonomous motivation* is divided into intrinsic and identified orientation, *controlled motivation* into introjected and external orientation. Each of the four subscales has five items and, thus, the questionnaire as a whole includes 20 statements on a 5-point Likert scale. For instance, for the question "Why are you learning English?" students need to decide how much they agree or disagree with each statement, with 5= strongly agree, 4= agree, 3= neither agree or disagree, 2= disagree, and 1= strongly disagree (Alamer 2022: 2).

The format for **SRQ-A** was introduced and validated by Ryan & Connell (1989). The questionnaire, developed for late elementary and middle school students, is designed to assess

the reasons behind children's engagement in their school work. In turn, the reasons in each section represent the different styles of regulation or motivation. The SRQ-A uses four subscales: *external regulation* and *introjected regulation* are the subtypes of controlled motivation, and *identified regulation* and *intrinsic motivation* are the subtypes of autonomous motivation. The questionnaire features a 4-point scale, and the responses are directly marked on the questionnaire. Scoring involves assigning points: 4 for “Very True”, 3 for “Sort of True”, 2 for “Not Very True”, and 1 for “Not at All True”, indicating that a higher score correlates with a stronger endorsement of the respective regulatory style (Ryan & Connell 1989).

As evident from the questionnaire descriptions, both instruments evaluate identical aspects, focusing on four subtypes of motivation. Furthermore, both scales exclude integrated regulation, given its close alignment with intrinsic motivation, and amotivation, without providing rationale for this omission. The difference between them is that SDT-L2 scale, initially designed for undergraduate students, includes elements that middle school students may not consider, such as career and future success. On the other hand, the SRQ-A scale was developed specifically for middle school children, featuring more questions, some of which are similar, ensuring the research's reliability. Additionally, its focus is on the present, e.g. *what others think of me, learning English is fun, etc.* aligns better with the students' age group and ensures reliability for the research.

### **1.3 Learner Engagement as an Observable Manifestation of Motivation**

Engagement is considered to be a multidimensional construct (Alrashidi et al. 2016: 43). One of the models that has been widely adopted and received considerable attention in terms of validation and empirical examination is Fredricks' the North American model (Alrashidi et al. 2016: 43). According to this model, engagement implies commitment or investment, can be

controlled or adjusted and comprises three interrelated dimensions: behavioural, cognitive, and emotional (Fredricks et al. 2004).

*Behavioural engagement* involves positive conduct, participation in learning tasks, and involvement in school-related activities. The indicators of positive engagement include preparation for school, attendance, participation in curricular and extracurricular tasks, following classroom rules and absence of disruptive behaviours, effort, persistence, concentration, attention, asking questions, and contributing to class discussions (Alrashidi et al. 2016: 44; Fredricks et al, 2004: 62). Conversely, students can exhibit disengagement, which is characterised by truancy, disruptive behaviour, low rates of homework/classroom assignment completion, and minimal effort (Fredricks et al. 2004: 73).

*Emotional engagement* is characterised by students' positive emotional reactions, including interest, happiness, and a sense of belonging. The indicators of emotional engagement include the presence of interest and happiness and the lack of boredom, anxiety, and sadness (Fredricks et al., 2004: 63). Furthermore, students exhibiting emotional engagement have a sense of identification with and belonging to the school and value school outcomes (Alrashidi et al. 2016: 44).

*Cognitive engagement* focuses on students' investment in learning, encompassing effort, learning strategies, and self-regulation. The indicators of cognitive engagement are asking questions to clarify ideas, persistence in difficult activities, flexibility in problem-solving, use of learning strategies (e.g., relating new information to existing information), and use of self-regulation to support learning (Fredricks et al. 2004: 64).

The findings about motivation and engagement highlight the strong connection between motivation, particularly intrinsic and internalised extrinsic, and desirable behaviour as well as higher achievement in a school setting. For instance, Ryan & Deci (2020: 3) refer to Froiland & Worrel (2016) research, which revealed positive correlation between intrinsic motivation

and engagement, which in turn led to higher achievement. Fredricks et al. (2004: 66) discuss studies indicating that internal reasons for engaging in schoolwork, such as interest or the pleasure derived from an activity, are positively associated with both behavioural engagement (involvement, participation, etc.) and emotional engagement (interest, happiness, etc.) in school. Kaplan et al. (2002) in their research of high school students found that disruptive behaviour was less frequent in classes where emphasis was placed on personal mastery rather than performance. This underscores the importance of internal drives to act outweighing external. Extrinsic motivation, e.g. adherence to rules and frameworks, is also important for behaviour management and academic performance within educational settings, provided it does not compromise students' autonomy (Ryan & Deci 2020, Kaplan et al 2002).

#### **1.4 The Impact of Digital Animation on Learning**

Digital animation in learning serves two primary functions, as outlined by Schnotz and Lowe (2008: 15): a representational function and a directive function. Animation supports visualisation and the mental representation process. It gives hints or prompts that help students remember and use words (Teng 2023: 751), aiding in clarifying intricate concepts by visually depicting temporal changes or changes over time, thereby enhancing the accessibility of information (Betrancourt & Tversky 2000: 8). Animation's directive function is fulfilled through its attention-gaining work (Berney & Betrancourt 2016: 151). In other words, it contributes to the perceptual and cognitive processing of information by employing dynamic highlighting techniques to focus learners' attention on task-relevant features (Schnotz & Lowe 2008: 16).

One of the crucial aspects facilitated by animation is the reduction of cognitive load. Given that conscious information processing can strain working memory, these processes may surpass memory capacity (Sweller 1988: 265). Animation plays an important role in

simplifying complex ideas and improving information accessibility (Schnotz & Lowe 2008: 16). By overcoming cognitive limitations, these tools make learning more achievable, enabling processes that were previously hindered by cognitive constraints and also saving cognitive resources for further learning (Schnotz & Lowe 2008: 16; Praveen & Srinivasan 2022: 20).

Previous research has found that using animation in education has many advantages.

Using multimedia, such as videos, helps understand text without needing a dictionary. It also lets one learn vocabulary independently and helps to understand and remember information better compared to traditional methods (Teng 2023: 742). According to Teng (2023: 740), videos that include word information and definitions are more effective for learning new words than just reading definitions.

Instruction utilising animation proves efficacious in the clarification processes characterised by temporal and spatial transformations. Tepla et al. (2022: 3) stresses, that dynamic visualisation help visualise abstract objects, e.g. global climate change, which might be difficult to imagine especially in scientific disciplines.

Another advantage of digital animation is that it shows transitions between the discrete steps in a dynamic system and is particularly beneficial for learners who cannot mentally visualise how the system works from the static graphics (Betrancourt & Tversky 2000: 9). Thus, it makes it easier for the mind to handle and understand concepts related to changes in time, the relation between time and space, reducing the mental effort required for processing such ideas (Betrancourt & Tversky 2000: 8).

Bernard & Betrancourt (2009) examined the literature on the use and effectiveness of animation in learning environments compared to static graphics. The overall findings suggest a small but significant positive effect of animation over static graphics in learning dynamic phenomena. Also, some studies discovered that this difference is higher particularly in primary and secondary school students (Tepla et al. 2022: 5). Additionally, Betrancourt & Tversky

(2000: 11) argue that animation facilitates incidental learning, which static graphics cannot achieve. At the same time, animation does not impair performance in explicit learning tasks. However, a downside of animated displays is that they can cause overgeneralisation, as learners tend to apply these principles incorrectly to other contexts (Betrancourt & Tversky 2000: 11).

Lastly, studies of the use of animation in medical education revealed that using animated lectures with instructional design aided in directing learners' attention towards crucial instructions, thereby enhancing their focus. Similarly to the research in school settings, they prove that animation captures attention (Tepla et al. 2022: 2).

Finally, Betrancourt & Tversky (2000: 14) point out that digital animation "is not a panacea in itself," but it has the potential to enhance users' performance and attitude under certain conditions.

### **1.5 Animation as a Tool to Motivate Learners and Help to Manage Behaviour**

According to the author's findings, there is a scarcity of research on how animation can contribute to motivating the learning of English specifically and to managing student behaviour. The majority of research available focuses on the use of multimedia in general or on specific types of animation, such as videos, or they are related to subjects other than English as a foreign language. However, some conclusions can be drawn and connections made.

For example, Tepla et al. (2022: 18) conducted a study at middle and high schools on the effect of 3D models and animations on motivation for learning natural sciences. The results indicate that incorporating 3D models and animations into the teaching process significantly increased students' intrinsic motivation, specifically in terms of interest, effort to actively participate in the educational process, perceived competence, and understanding of the usefulness of the subject matter. Additionally, students in the experimental group attained a significantly higher level of chemistry knowledge than their peers in the control group.

Halenko (2017: 4), in their research on the use of computer animation to enhance spoken language skills in undergraduate Chinese learners studying EFL in Great Britain, discovered that computer animation serves as a motivating tool to improve students' pragmatic awareness.

Carmichael et al. (2018: 9), in their study on the influence of educational videos on undergraduate students' engagement and learning, discovered that students derived enjoyment from watching videos. They found them motivating, intellectually stimulating, and helpful for learning.

The latter aligns with Navisah et al. (2019: 193) findings, who investigated the use of animation in English language instruction. They found that educational videos incorporating animations captured considerable interest from educators and learners, potentially enhancing engagement and academic performance. This research underscored the necessity for more captivating and innovative educational tools, such as digital animation, to inspire students with limited language proficiency. Similarly, Kasami's investigation (2021: 78) revealed that assignments incorporating digital storytelling bolstered motivation and self-assurance in English language acquisition, particularly among students with lower proficiency levels and self-confidence. This instructional approach not only heightened motivation but also fostered a supportive learning atmosphere, reducing feelings of anxiety (Kasami 2021: 78).

While existing findings demonstrate the benefits of certain types of animation for learning, the question remains unresolved as to whether it aids in motivating English language learning in classrooms characterised by low motivation, deficient English language skills, and students exhibiting problematic behaviour. Moreover, it is unclear whether other programs utilising animation, such as online quizzes or presentations, can serve this purpose effectively.

## **2. DIGITAL ANIMATION IN EFL CLASSES: DATA COLLECTION METHODS AND PROCEDURES**

In this chapter, the data and methodology used to address the question of whether and in what way animated lessons can contribute to student motivation for learning English and behaviour management in classes where motivation and English language skills are low and where behavioural issues are frequent are described.

The research methodology chosen for this thesis was action research, defined as an “evaluative, investigative, and analytical research method designed to diagnose problems or weaknesses...and help educators develop practical solutions to address them quickly and efficiently” (The Glossary of Education Reform 2014). This methodology entails the implementation of four specific steps to address the problem systematically (Mertler 2008: 31):

1. Planning stage: Information gathering and literature review are conducted to formulate a research plan based on the gathered insights.
2. Acting stage: Data collection and analysis are carried out.
3. Developing stage: An action plan is formulated based on the findings.
4. Reflecting stage: Reflection on the process occurs.

If necessary, the action research proceeds to subsequent cycles until a satisfactory solution is attained.

To conduct the study, eleven experimental lessons incorporating animation were designed for seven students from year 6 and thirteen from year 7, comprising a total of twenty participants. These lessons were based on one of the units from the textbook (*Portal to English 1*) currently used by the students, and the eleven lessons were sufficient to cover the entire unit, whose main themes were rooms, buildings and town/city. Each lesson had a duration of 45 minutes. The action research was planned to be conducted in two cycles to allow for data

collection and to implement necessary adjustments in the second cycle. In the first cycle, it was planned to deliver five lessons, while six lessons were planned for the second cycle.

To collect data from the lessons, a journal was maintained that contained lesson plans, along with observations that recorded how each activity was carried out. The engagement indicators (cognitive, emotional and behavioural), described in Chapter 1.3, served as a guide for writing the observation notes.

Before the experimental lessons commenced, observational notes were taken from five regular classes, and a pre-intervention questionnaire was administered to determine the participants' level of motivation. Once the experimental lessons were completed, a post-intervention questionnaire was conducted to evaluate whether there had been any change in student motivation, with a particular emphasis on whether autonomous motivation had increased and controlled motivation had decreased after the experimental lessons.

Further, the animation used for the experimental lessons is described in detail, along with a questionnaire to measure student motivation.

The links to all the lesson observations and materials used can be found in Appendix 1.

## **2.1 Animated Lessons**

Although multimedia had typically been utilised during English classes before, this time it was employed more prominently with the integration of advanced tools such as Keynote presentations and SteveAI for animated videos. Additionally, most of the instructional materials were displayed on the screen, diverging from the usual practice where students received lessons using textbooks and engaged in supplementary activities or grammar exercises via PowerPoint presentations with mainly static graphics. The animated segments of the lessons were interspersed with other assignments from the textbooks or worksheets to ensure the integration of all skills within the lesson and prevent fatigue from excessive animation use.

To make animated lessons as effective as possible, the following findings described by Betrancourt & Tversky (2000: 9 - 14) were used where possible: animations are helpful when they involve movement, path, or changes over time; it is more effective when animation is used with concurrent narration or when the narration precedes a visual representation for a few seconds, the information should be represented directly and clearly, lessons should challenge existing cognitive structures.

**The following categories of animated activities were delivered for the current research:**

1. Keynote and PowerPoint animated presentations

Both software options allow for the creation of slideshow presentations featuring 3D slide transitions or dissolving transitions. They share numerous similar features; however, the Keynote software had not been utilised previously in the author's English lessons, offering access to different template styles unfamiliar to the students. Concerning animations, the Keynote application is arguably more user-friendly than PowerPoint presentations (Sheikh 2024). One distinctive feature of Keynote, absent in the PowerPoint software, is the Magic Move slide transition, which creates the effect of objects moving from their positions on one slide to new positions on the next slide when the presentation is played (Sheikh 2024). Consequently, the author primarily utilised Keynote software, with some PowerPoint presentations also employed, comprising eleven presentations in total. Various animation effects were incorporated, including words or sentences appearing or moving in, flying in character by character or word by word, pictures appearing in diverse manners, arrows or lines indicating changes in sentences upon the use of specific grammatical structures, and speech bubbles displaying questions intended for student discussion, among others (Appendix 2).

To illustrate, in lesson 1, the students were introduced to the new unit and learned about parts or furniture in a bedroom as well as prepositions of place. The presentation was created entirely by the author with the use of a bedroom's picture and pictures of a lamp, bed, rug, etc.,

appearing one by one, which the students had to label, and the answers were flying in by character from the left side of the screen (Appendix 2: Pictures 1 & 2). More examples of the keynote presentations can be found in Appendix 2, pictures 3 – 5.

## 2. Videos generated with SteveAI

SteveAI software enables the creation of videos and animations from scripts or texts. It offers a library of stock videos, animations, and background music for users to incorporate. For the present research, the author utilised texts extracted from the students' textbooks, transforming them into videos with subtitles. The aim was to enhance student engagement with reading, particularly as they typically exhibit disinterest or inattentiveness towards it. A total of four videos were created. After watching the video, the students were given a few comprehension questions. Since the videos included subtitles, the students had the opportunity to read about what was happening on screen. Then, the videos were rewound, and the students had to answer additional questions. Finally, the students were asked to turn to their textbooks, where they read the same texts again and completed more comprehension activities.

For instance, in lesson 11, the students watched a video about Penny's house. Before watching, they were asked: "What does Penny describe in the video?" and "What does she like about her bedroom?" After the initial viewing, the students were asked to watch again and identify which pieces of furniture Penny mentioned when describing her bedroom (Appendix 2: Pictures 6 & 7).

## 3. Video exercises/quizzes from [en.islcollective.com](https://en.islcollective.com)

These video exercises represent extracts taken from cartoons, movies, and advertisements and strategically incorporate pauses. Students are then required to respond by either answering multiple-choice questions or filling in the gaps. The videos selected for the research aligned with the topics being covered in the students' learning curriculum and were sourced from the aforementioned website, comprising three videos all together.

For example, in Lesson 2, the students watch a video clip from "Zootopia," in which they must choose the correct articles when the video is paused (Appendix 2: Pictures 8 & 9).

#### 4. Online quizzes from Wordwall.net

The Wordwall website offers a variety of game templates adaptable to individual needs. For this research, pre-made quizzes were selected, comprising multiple-choice questions, matching tasks, and gap-fill exercises. Notably, Wordwall activities are characterised by their visual and interactive nature. With the class equipped with a smartboard, a touch-screen mode enhances engagement, enabling students to manipulate words and pictures by pressing or moving them—a feature the author finds particularly enriching for the study process. In total, six online quizzes were completed for the purpose of this research.

For example, in Lesson 8, the students were given phrases from a dialogue containing questions and answers about different locations. The students had to fill in the gaps with the correct answers by moving them to the appropriate places (Appendix 2: Picture 10). With year 7, this activity was completed by the teacher on the PC after the students had responded, whereas with year 6, the students themselves used the smartboard to move the answers into position. In Lesson 3, for the warm-up exercises, the students completed a quiz where they had to choose what they do in a certain room. For instance, for "living room," they had to select from such options as A) I cook there, B) I watch TV there, etc (Appendix 2: Picture 11).

All in all the materials used included eleven PowerPoint and Keynote presentations with animation effects, four videos generated with SteveAI, three video quizzes from Islcollective.com and six online quizzes from Wordwall.net. The overview of the lessons' details with the animation types used is presented in the table below.

Table 01. Lessons overview

Lesson	Date	Topic	Animation(s) used
<b>cycle 1</b>			
1	Y 6 21.02.2024	Introduction to a new unit "My home, my town"	Keynote presentation Wordwall.net quiz
	Y 7 06.02.2024	Parts of the bedroom	
2	Y 6 22.02.2024	Bedroom furniture	Keynote presentation Islcollective.com video quiz
	Y 7 08.02.2024	Articles	
3	Y 6 04.03.2024	Rooms and furniture	Keynote presentation Wordwall.net quiz
	Y 7 12.02.2024	There is/are	
4	Y 6 06.03.2024	Parts of the house	Keynote presentation PowerPoint presentation
	Y 7 13.02.2024	There is/are	
5	Y 6 07.03.2024	The Dubai mall	Keynote presentation SteveAI video
	Y 7 15.02.2024	Places in a town	
<b>Cycle 2</b>			
6	Y 6 14.03.2024	Amusement park	Keynote presentation
	Y 7 20.02.2024	Must/mustn't	
7	Y 6 20.03.2024	Ordinal numbers	Wordwall.net quiz Islcollective.com video quiz
	Y 7 22.02.2024	Must/mustn't	
8	Y 6 21.03.2024	Asking about location	SteveAI video Wordwall.net quiz Islcollective.com video quiz
	Y 7 04.03.2024		
9	Y 6 25.03.2024	Mandy's house	SteveAI video PowerPoint presentation Wordwall.net quiz
	Y 7 05.03.2024		
10	Y 6 28.03.2024	Grammar review	PowerPoint presentation Wordwall.net quiz Islcollective.com video quiz
	Y 7 07.03.2024		
11	Y 6 01.04.2024	Unit 4 round-up	Keynote presentation SteveAI video
	Y 7 11.03.2024		

## 2.2 Motivation Questionnaire

Two scales were combined for the questionnaire: the Self-Determination Theory of Second Language Scale (SDT-L2) and the Academic Self-Regulation Questionnaire (SRQ- A), which are described in the section “1.2 Measuring motivation” above (see Appendix 3: A for the English version of the questionnaire). As it was previously mentioned, SDT-L2 was designed for undergraduate students, whereas SRQ-A for late elementary and middle school students. Nonetheless, some students at the school where the current research took place had already expressed ambitions regarding English examinations in year 9 or post-graduation plans, e.g. moving abroad, prompting the author to investigate whether they were motivated by self-development, future studies, and opportunities. Considering these factors, it was decided to combine the two scales.

For the purpose of this research, the format of both questionnaires was adapted to enhance convenience for the students. Additionally, the titles of the SDT-L2 scale subsections, such as Intrinsic orientation, Identified orientation, etc., were omitted. Given that the SRQ-A questionnaire is primarily focused on schoolwork in general, the questions and statements were refined to address the English language specifically. For instance, the question "Why do I do my homework?" was modified to "Why do I do my homework in English?", and the response "Because I want the teacher to think I am a good student" was adjusted to "Because I want my English teacher to think I'm a good student". After the relevant adaptations, the final questionnaire was translated into Russian (see Appendix 3: B), which is the participants' mother tongue. In both classes the pre-questionnaire was completed on paper on 22nd January during the English lesson. The post-questionnaire was completed on 22nd February in year 7 and 21st March in year 6, as experimental lessons were conducted at different times.

### **3. DIGITAL ANIMATION IN EFL CLASSES: DATA ANALYSIS AND DISCUSSION**

In the following chapter, the analysis of the animated and regular lessons taught is provided together with the analysis of the students' motivation to learn English before and after the experimental lessons. Moreover, parallels are drawn between the animated lessons and the students' levels of engagement and motivation to learn English, particularly in the contexts where students exhibit limited motivation and behavioural challenges.

#### **3.1 Textbook-based lessons**

Preceding experimental lessons, the notes of the regular lessons delivered on 8 – 19 January 2024 for year 7 and 5 – 16 February 2024 for year 6 were taken. Five lessons in year 6 and the same number in year 7 were analysed. The topics of the lessons were free-time activities, sports, expressing opinions, likes/dislikes, transport, present simple, and adverbs of frequency (Appendix 4: Lesson 1). The indications of engagement were as follows:

##### **Behavioural engagement**

In both classes, more than half of the students were reluctant to participate in certain activities. They frequently reverted to chatting in Russian and, at times, were disruptive during conversational exercises. While in year 6, the students were rather passive and needed a lot of encouragement, in year 7, the students frequently were disruptive and noisy.

The students were more willing to participate in certain activities like competitions and online quizzes. In year 7, competitive activities led to an increase in noise, and during the online quiz, they behaved inappropriately, so the activities could only be delivered for a short time. Also, activities that involved moving around the classroom were avoided because the students tended to become too unruly. In Year 6, however, the students were not disruptive during such activities but were quite reluctant and required encouragement.

### **Emotional engagement**

In both classes, students found certain activities enjoyable, such as games and quizzes. Some students expressed dissatisfaction with certain tasks, particularly grammar exercises and writing assignments, and complained about the workload. There was a recurring theme of reluctance among students, particularly in speaking English and drilling phrases. Some students required considerable encouragement to participate.

### **Cognitive engagement**

Despite some challenges, many students actively participated in activities, such as answering questions and completing exercises. They willingly solved puzzles, such as crosswords and online quizzes. Some students were not focused and, as a result, did not understand the instructions at times. This led to confusion and the need for additional assistance.

In Year 7, in particular, most of the students did not follow the instructions and needed individual explanations of what they had to do. Additionally, it took two to three attempts to pause listening tasks and rewind back to the beginning, as the students would not stop chatting and struggled to focus on the activities.

Additionally, in both classes there were discrepancies in students' proficiency levels. While some students completed the tasks promptly and proficiently, others struggled with comprehension or completion of the tasks, leading to copying answers or confusion.

## **3.2 The 1<sup>st</sup> cycle analysis**

For year 7, the first cycle of the action research was conducted from 06 February 2024 until 19 February 2024 and for year 6 from 21 February 2024 until 11 March 2024. The cycle comprised five lessons (Appendix 5: Lesson 1), each lasting 45 minutes. The topics of the

lessons included parts of the house, rooms, furniture-related vocabulary, places in towns, prepositions of places, big numbers, and the use of *there is/there are*.

### 1) **Animated presentations:**

During the 1<sup>st</sup> cycle, six presentations were created or adopted from the online resources.

The following indicators of engagement were observed:

#### **Behavioural engagement**

In both classes, students' actions ranged from active participation to disengagement or disruptive behaviour. While some students worked diligently, others exhibited behaviours such as chatting in Russian during group activities or becoming distracted and disruptive.

In year 7, there were more instances of breaking the rules. There was more disruptive behaviour when the students needed to answer, especially when the task seemed engaging. Periodically, the students shouted answers over each other despite the teacher nominating certain students to answer, whilst others made inappropriate comments about each other.

In year 6, the students were focused on the presentations and did not behave as disruptively. There were three students who periodically started chatting in Russian; however, they were not noisy and usually stopped upon the teacher's request.

#### **Emotional engagement**

In both classes, animations captured the students' interest and facilitated engagement in discussions. The students showed interest by quieting down for a while and looking at the screen. However, in both classes, the students' interests varied across lessons and topics and depended on the students' individuality. For instance, some students showed excitement towards specific lesson objectives, such as learning about rooms and furniture. There were instances almost in every lesson where the students seemed disinterested, engaging in unrelated activities such as chatting, drawing, or not paying attention to the lesson.

In both classes, the students often used their mother tongue and expressed a lack of enthusiasm when they were to speak in English. They used English to reply shortly to the questions displayed and then mainly switched to Russian.

### **Cognitive engagement**

The subsequential presentation of questions and instructions seemed to grasp the students' attention and helped to avoid explanations several times of what they needed to do. Also, they were more engaged in the conversation than usual when the questions appeared one at a time.

In year 6, the stronger students often showed eagerness to participate, while the weaker students required more encouragement and support. There were many instances where the weaker students did not show much desire to make an effort. The emerging pictures or words on the screen captured the students' attention momentarily, but the prompt responses from the stronger students prevented the others from fully processing the information.

In year 7, the students also demonstrated varying levels of persistence with the tasks. While some were focused and worked all the way through the exercises, the others were reluctant to make an effort and showed a lack of enthusiasm. Some students struggled to concentrate and understand what they needed to do despite displayed instructions, which showed their lack of focus.

The students seemed to like labelling the presented pictures; however, some expressed tiredness after a while. In year 7, when the task involved some problem-solving or grammar, unless it was easy for them, the students lost their focus quickly and looked disoriented. In year 6, however, the stronger students enjoyed more challenging exercises.

In both classes, some students asked clarifying questions about vocabulary and grammar, pictures or lesson purposes. They did not show much interest when there was a grammar explanation; however, they asked clarifying questions when they had to solve the exercises.

## **2) Videos generated by Steve AI**

In the 1<sup>st</sup> cycle, one video about the Dubai Mall was included in lesson 5 (Attachment 1). The students had to write down what they could buy in the mall on the mini whiteboards and then share it with the class. The following indicators of engagement were observed:

### **Behavioural engagement**

The students remained quiet in both classes and exhibited no disruptive behaviour while watching the video. Despite not all the students participating in the subsequent activity, most of them stayed on task when answering comprehension questions.

### **Emotional engagement**

When the students were watching the video, they demonstrated their interest by quieting down and watching it attentively; the difference in behaviour was particularly noticeable in year 7. Furthermore, after the video, they asked if the author made it and how certain elements were incorporated. From a negative perspective, since the students were working in teams, some students did not contribute, relying on their teammates.

### **Cognitive engagement**

In both classes, the students remained focused and assimilated some new vocabulary from the video as well as answered comprehension questions, indicating their cognitive engagement.

## **3) Video exercises/quizzes**

One video quiz was used during the 1<sup>st</sup> cycle of the research. It was in lesson 2, where students watched a video clip from the cartoon “Zootopia” and fill the gaps with the correct article (Attachment 1). The following indicators of student engagement were observed:

### **Behavioural engagement**

In year 6, no behavioural issues were present during the activity, and most of the students actively participated.

In year 7, some students shouted answers over each other. At the same time, the other students did not want to answer at all, although they watched the video. Sometimes they also made inappropriate comments. Most of the time, though, they remained focused and paid attention.

### **Emotional engagement**

In both classes, the students appeared to enjoy these tasks by watching attentively and attempting to answer as well as making comments and laughing.

### **Cognitive engagement**

The students were mainly on task and focused, which suggests they were actively processing the presented content. Some asked clarifying questions and were eager to answer.

### **4) Online quizzes from Wordwall.net**

Two online quizzes were used during the 1<sup>st</sup> cycle of the research. The following engagement indicators were observed:

### **Behavioural engagement**

There were some instances of disruptive behaviour in year 7, such as attempts to shout answers over each other. Also, the noise level increased when there was an attempt to invite students to the smartboard so that they could use the touch screen to solve the quiz. Four or five students chose to chat with each other in Russian instead of actively participating in the lesson. In year 6, the students remained focused, and most of them participated actively.

### **Emotional engagement**

In both classes, the students appeared to enjoy the online quizzes, and some of them showed a great deal of enthusiasm. A few students expressed reluctance, especially in year 7.

### **Cognitive engagement**

In both classes, the students were mainly focused on the tasks and attempted to understand and apply the learnt material, which showed their cognitive engagement with the

task. The students with low levels of English skills did not participate actively. However, they demonstrated attentiveness and followed the tasks with their gaze.

### **5) Activities that did not involve digital animation elements**

In every lesson, additional activities that did not involve animation were used, such as reading texts, writing assignments, grammar exercises, and speaking tasks. The following signs of engagement were observed during these activities:

#### **Behavioural engagement**

In year 7, there were instances of disruptive behaviour in every lesson. While some students completed the exercises diligently, five or six students behaved disruptively, chatted in Russian and did not do the work. Due to the noise and lack of focus, the students often struggled with the instructions, which prompted the author to explain them several times and often individually.

In year 6, the students were focused and participated well in some instances and in others two or three students were distracted and disengaged, but did not behave disruptively.

#### **Emotional engagement**

Emotionally, the students showed a range of responses in both classes, from enthusiasm and interest to hesitancy and dissatisfaction. In activities involving movement, such as the vocabulary recall with the ball, students showed initial enthusiasm but struggled with retention. Furthermore, they demonstrated interest and engagement during a vocabulary exercise when referencing visual aids, indicating their emotional investment.

The students did not display much enthusiasm or interest when they completed writing assignments, listening and reading comprehension or speaking exercises. Some expressed boredom or complained that they needed to do too much or that it was difficult. The majority tried to complete the writing assignments as they did not want to get a bad grade. However, even then, some students in year 7 answered randomly just to get it done.

### **Cognitive engagement**

In both classes, the students periodically struggled to understand instructions, requiring individual explanations, which indicated their lack of focus. Some students also answered randomly, which showed their lack of effort. Around a third of the students in both classes persevered to complete the exercises correctly, and they did it with a little help, which showed they grasped the topic. Listening exercises seemed to grab the students' attention, albeit not from the start, and they demonstrated a good understanding of the lexis. The students from year 7 displayed more difficulties with concentration compared to year 6.

### **3.3 1<sup>st</sup> Cycle Conclusions**

Animation seemed to keep the students focused and engaged. However, it did not noticeably affect the students' engagement with other activities. The only noticeable change was in speaking tasks in Year 6. Although the students were still reluctant to speak in English, as in usual lessons, they were less resistant than usual. Long presentations and exercises on the screen were tiring for the students, so it was decided to alternate them more with other activities and to skip the exercises on the presentation when necessary.

Disruptions in behaviour mainly occurred in year 7, as students would shout over each other or make inappropriate comments about pictures. However, these disruptions seemed shorter than usual, and a change in slides or activities kept the students occupied. A couple of students who usually do not participate in lessons were also occupied with unrelated things during the experimental lessons. Instructions on the screen helped avoid repeating what students needed to do for both classes, so it was decided to incorporate more instructions in the presentations.

The videos helped to quieten the students and keep them engaged. The students clearly followed what was shown in the videos and were able to complete the comprehension tasks.

Since the animated video was based on the text the students were supposed to read, it prepared them for further reading, and the students answered reading comprehension tasks better than usual. Additionally, the weaker students participated more, especially in year 6. As a result, it was decided to incorporate more videos into the next cycle.

Online quizzes on wordwall.net were engaging, and most of the students were eager to answer. It was decided to incorporate them more in the second cycle, as they provided a good opportunity for the students to revise and consolidate the material. Using a touchscreen worked well with year 6. The students in year 7 liked it too but became too noisy, so it was decided to keep them seated while completing these exercises.

### **3.4 The 2<sup>nd</sup> Cycle Analysis**

The second action research cycle was conducted from 20 February 2024 until 2 April 2024 for year 7, and between 20 March 2024 and 02 April 2024 for year 6. The cycle initially consisted of six lessons, each lasting 45 minutes. During the process, the last lesson for year 6 was split into two because of the students' slow pace. The lessons were based on the textbook materials where the unit included ordinal numbers, asking for directions and responding politely, the use of *must/mustn't* and revision of the unit (Appendix 6: Lesson 1).

#### **1) Animated presentations**

A total of five presentations were used during this cycle. For year 6, the final presentation was split into two halves, with additional material added to it. The following engagement indicators were observed during the activities:

#### **Behavioural engagement**

During the second cycle, there were more instances of breaking the classroom rules and disruptive behaviour in year 7 compared to the first cycle. Around a third of the students were chatting loudly or making inappropriate comments. Competitiveness among students

occasionally led to escalated noise levels, which required adjustments in lesson plans, such as skipping presentation slides or replaying instructions. This was especially noticeable in the 11th lesson, where they had to compete for longer than in the previous lessons. Although the students appeared engaged, the activity had to be stopped early because they became too noisy.

In year 6, the student's engagement fluctuated, with instances of active participation and minimal contributions. In lesson 11, for example, the students appeared to enjoy the game and remained on task. However, in lesson 12, whilst working in pairs, some students dominated, while the others made minimal contributions, suggesting variable levels of engagement within group activities. There was a minimum of disruptive behaviour during the lessons in this class.

### **Emotional engagement**

In the second cycle, the author involved some games and was more persistent in displaying instructions on the screen. In both classes, the students showed more emotional engagement during games through excitement, comments and participation. However, some students still took advantage of teamwork and did not contribute much, relying on their teammates. As in the first cycle, the students were not enthusiastic about speaking in English. However, the fact that questions appeared one at a time kept them more or less on task.

In year 7, when there were no competitive elements involved, there were instances when three or four students started doing their homework ahead of time instead of participating in classroom activities to avoid doing it at home. However, they did not do it accurately; sometimes, they just inserted random answers. When students were competing, they looked more emotionally engaged. The level of noise escalated, however, and sometimes the activities were disrupted.

### **Cognitive engagement**

Sometimes, the students successfully completed exercises and answered questions about the material. The approach of having students answer one question at a time kept them on task,

as it was in the first cycle. However, they often got distracted and switched to chatter in Russian.

Despite behavioural issues in year 7, the students still asked clarifying questions regarding grammar and vocabulary, which indicated their cognitive as well as emotional engagement. In year 6, the students demonstrated varying levels of understanding and effort. While some students struggled with topics such as articles, there is/are, and numbers, they remained focused on the tasks and attempted to follow instructions, albeit at a slower pace.

## **2) Videos generated by SteveAI**

A total of three videos were used during this cycle. The following engagement indicators were observed during the activities:

### **Behavioural engagement**

As during the 1<sup>st</sup> cycle, no disruptive behaviour was observed in either class during the activity. The students demonstrated their ability to focus, comprehend, and respond to the tasks. At the same time, not all the students persisted in the tasks when it was time to answer the questions about the video or drill phrases. Rewinding the video and posing extra questions encouraged active participation and maintained behavioural engagement.

### **Emotional Engagement**

In both classes, the students showed interest in the video content, which was observed from them watching attentively, quieting down, and reacting emotionally with laughter or comments. There were no signs of overt interest or enthusiasm when they had to answer comprehension questions about the video. Additionally, in both classes, the students were hesitant to drill phrases after the video in lesson 8. In year 6, the students appeared more engaged and attentive than year 7, asking clarifying questions and providing responses, indicating emotional investment in the learning process.

### **Cognitive engagement**

The students did not express the desire to seek clarification of unfamiliar words in the videos. This suggests a lack of cognitive engagement. However, most of the students in both classes answered the questions posed by video content and remained engaged when the videos were replayed again and paused to aid comprehension. This indicates their engagement in processing and understanding the material and their effort in grasping the information presented.

### **3) Video exercises/quizzes**

Two video quizzes were used during this cycle. The following engagement indicators were observed during the activities:

#### **Behavioural engagement**

In year 7, there were more behavioural issues this time compared to the same exercises during the 1<sup>st</sup> cycle. As during the 1<sup>st</sup> cycle, the students this time also attempted to shout the answers over each other. However, there were fewer disruptions than during other activities.

In year 6, there were some instances of breaking classroom rules, such as one student lying on the desk. However, there was no disruptive behaviour, and the students participated.

#### **Emotional engagement**

In both classes, the students demonstrated the enjoyment of the video quizzes by making excited comments and watching attentively. The strongest students were always eager to answer.

#### **Cognitive engagement**

The video quizzes seemed to help students to grasp and consolidate the topic. They were distracted occasionally, but getting them back on task was relatively easy. Some of the students asked clarifying questions.

### **4) Online quizzes from Wordwall.net**

Four online quizzes were used during this cycle. The following engagement indicators were observed during the activities:

### **Behavioural engagement**

The majority of the students were focused and persistent. In year 7, there were some reports of disruptive behaviour in every lesson, such as continued chatter and noise. In year 6, the students were willing to participate in activities, such as using the touchscreen, and exhibited minor instances of disruptive behaviour.

### **Emotional engagement**

Overall, the students in both classes were engaged with the quizzes and showed interest and enthusiasm by asking clarifying questions about grammar and unfamiliar words.

In year 7, the students remained seated and did the quizzes by looking at the screen and responding. They still displayed interest, and at the same time, it kept the level of noise down. As in the first cycle, some students remained disengaged and opted for chatting in Russian.

In year 6, the students appeared engaged when interacting with the smartboard touchscreen, indicating emotional investment in the activity. Similarly, they liked the energising activity involving movement, suggesting a positive emotional response to the lesson.

### **Cognitive engagement**

In both classes, the quizzes helped the students clarify previously learnt material, which some had not grasped. The students asked clarifying questions and wanted to answer, which indicated their cognitive engagement. Three to five students in year 7 were not focused on the quizzes.

### **5) Activities that did not involve digital animation elements**

As in the 1<sup>st</sup> cycle, in this cycle of the research, additional activities that did not involve animation were used in each lesson. The following signs of engagement were observed:

**Behavioural engagement**

Behaviourally, in year 7, the classroom dynamics fluctuated between periods of focused productivity and instances of distraction and disruption in every lesson. Noisy behaviour and off-task conversations were recurring challenges, particularly during listening and reading comprehension exercises. Some students participated and were always on task, whereas around a third of the students did not complete assignments or completed them partially and were occupied with unrelated things.

In year 6, the students' actions varied, with instances of active participation and reluctance to engage in certain activities. However, there was less resistance during the speaking tasks compared to the usual lessons.

**Emotional engagement**

In both classes, the students displayed a range of reactions, from enthusiasm to reluctance, depending on the nature of the tasks and their familiarity with the material. Activities such as vocabulary recall exercises and relatively short grammar exercises elicited positive emotional responses. However, the tasks perceived as more challenging, such as grammar exercises or extensive reading comprehension activities, were often met with disinterest by four or five students in year 7.

**Cognitive engagement**

In both classes, the students demonstrated varying levels of understanding and engagement with the lesson content. While some could recall vocabulary, grasp grammar concepts, and complete tasks promptly and accurately, the others struggled to maintain focus, comprehend instructions, or demonstrate prior knowledge of the material. In year 7, around a third of the students were reluctant to make an effort and gave the answers randomly.

### 3.5 2<sup>nd</sup> Cycle Conclusions

Similar to the first cycle of the research, in the second cycle, animation effectively captured students' attention, and alternating between slide-based tasks and other activities, such as writing or speaking, kept the students focused and engaged. The gradual display of instructions and questions on the screen effectively maintained attention and encouraged participation. Year 6 students engaged more willingly in speaking activities, although some reluctance persisted. In year 7, there were more instances of disruptive behaviour in the second cycle compared to the first, especially during activities that were emotionally stimulating and appeared to be enjoyable. Videos and video quizzes helped to calm the students down. The more they had to respond, particularly when competing with each other, the noisier the classroom became. Moreover, in year 7, three to four students endeavoured to complete their homework prematurely, displaying scant regard for the lesson materials.

As in the first cycle, during the second one, the students of both classes showed disinterest in completing relatively long grammar exercises or writing assignments. However, these types of activities tended to result in fewer disruptions in behaviour compared to the interactive tasks.

Overall, while different instructional approaches elicited varying degrees of engagement, challenges such as disruptive behaviour and fluctuating emotional responses were evident. However, cognitive engagement persisted across most activities, indicating an ongoing effort to understand and interact with the material. It must be noted, however, that in year 7, students showed greater willingness to participate in interactive tasks involving animation compared to the tasks in their textbooks.

### **3.6 The Results of the Pre-Intervention and Post-Intervention Questionnaires**

The data was collected from the 20 students who participated in the action research and analysed using Microsoft Excel 365. The statistical analysis conducted encompasses a comparison of mean scores between different types of motivation (intrinsic, identified, introjected and external), paired samples t-tests, and bar charts for data visualisation. In each bar chart, the vertical axis indicates the Likert scale values, ranging from 1 to 5 on the SDT-L2, and from 1 to 4 on the SRQ-A, with higher values representing greater motivation. The horizontal axis represents the participants' motivation scores (mean value) in the pre- and post-intervention questionnaires.

#### **3.6.1 Respondents' Predominant Type of Motivation Before and After the Experimental Lessons**

The mean difference between the scores in four motivation subtypes (external, introjected, identified and intrinsic) revealed that identified motivation was the highest among participants, according to both scales used in the questionnaire, whereas introjected motivation was the lowest. Following the experimental lessons, identified motivation increased and remained the highest according to both scales. Introjected motivation decreased on the SDT-L2 and increased on the SRQ-A, but still remained the lowest compared to the mean scores of the other motivation types.

Table 02. Comparing motivation score mean values before and after the experimental lessons

Type of motivation	Self-determination theory of second language scale, mean Lickert scale 1 - 5		Academic self-regulation questionnaire, mean Lickert scale 1 - 4	
	<i>Pre-</i>	<i>Post-</i>	<i>Pre-</i>	<i>Post-</i>
<i>Intrinsic</i>	3.18	3.33	2.40	2.74
<i>Identified</i>	3.67	3.75	2.74	3.00
<i>Introjected</i>	2.40	2.32	2.22	2.49
<i>External</i>	3.54	3.46	2.71	2.66

Since the introjected motivation scores exhibited varying trends between the two questionnaires, with some increasing and others decreasing, additional steps were taken to investigate the possible reasons behind these conflicting results. The analysis is provided below in the section focusing on introjected motivation.

### 3.6.2 Paired samples t-test

Hypotheses were formulated based on the principles of SDT, which posits that both extrinsic and intrinsic motivations are valuable (Ryan & Deci 2000: 72\_2). However, studies about the correlation between motivation subtypes and second language acquisition confirm that autonomous motivation (intrinsic motivation and identified regulations) tends to be more strongly associated with desirable academic outcomes (Alamer 2021: 2). Therefore, the hypotheses for this study were as follows:

H<sub>1</sub>: There is a significant difference in the intrinsic motivation scores before and after the experimental lessons, where the participants' intrinsic motivation increases after the experimental lessons.

H<sub>2</sub>: There is a significant difference in the identified motivation scores before and after the experimental lessons, where the participants' identified motivation increases after the experimental lessons.

H<sub>3</sub>: There is no significant difference in the introjected motivation scores before and after the experimental lessons, or the participants' introjected motivation decreases after the experimental lessons.

H<sub>4</sub>: There is no significant difference in the external motivation scores before and after the experimental lessons, or the participants' external motivation decreases after the experimental lessons.

### **Intrinsic motivation scores before and after the experimental lessons**

The SDT-L2 results of the paired samples t-test showed that the difference in the intrinsic orientation score in the pre- (M = 3.18) and post-intervention questionnaires (M = 3.33) is not statistically significant,  $t(19) = -0.784$ ,  $p > 0.05$ . Hence, H<sub>1</sub> is not supported.

Table 03. Comparing intrinsic orientation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
3.18	3.33	-.15	-.784	.443

According to the above table, a bar chart has been created for the data visualisation. It reveals that twelve participants experienced an increase in intrinsic orientation, while eight experienced a decrease. For most students with increased intrinsic orientation, their pre-experiment scores were generally higher than those of the other participants.

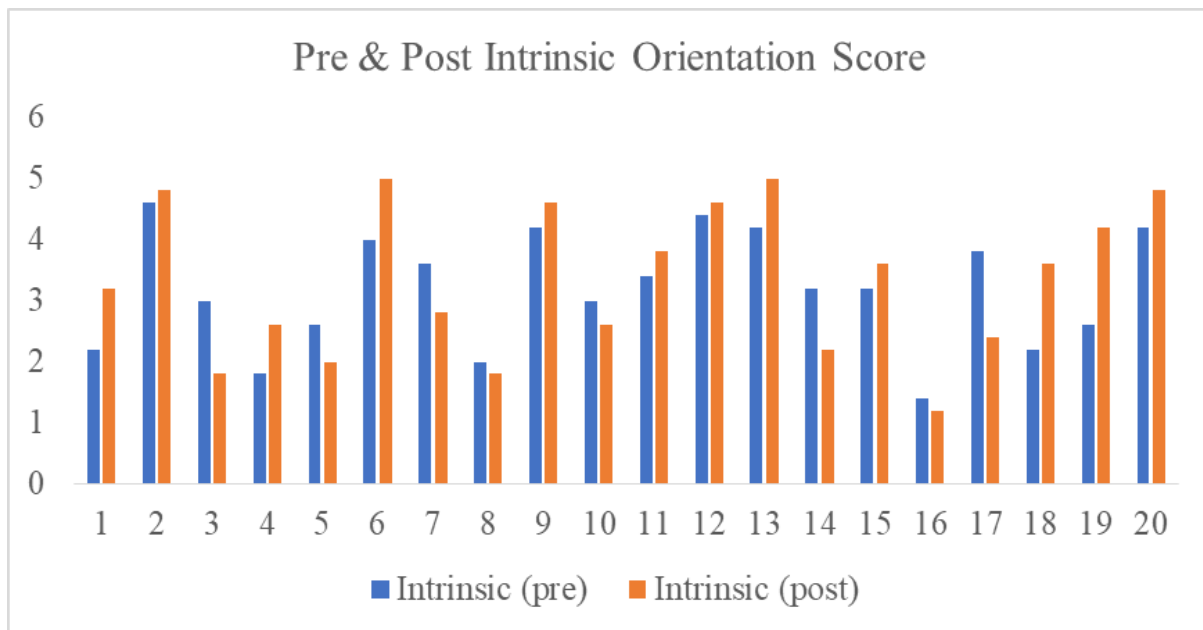


Figure 01. Bar chart (intrinsic orientation, SDT-L2)

The SRQ-A results of paired samples t-test showed that the difference in the intrinsic regulation score in the pre- ( $M = 2.40$ ) and post-intervention questionnaires ( $M = 2.74$ ) is statistically significant,  $t(19) = -2.527$ ,  $p > 0.05$ . It indicates that the participants' intrinsic regulation increased significantly after the experimental lessons. Hence,  $H_1$  is supported.

Table 04. Comparing intrinsic regulation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
2.40	2.74	-.34	-2.527	.021

According to the above table, a bar chart has been created for data visualisation. It shows that fourteen participants experienced increased intrinsic regulation, while six experienced a decrease.

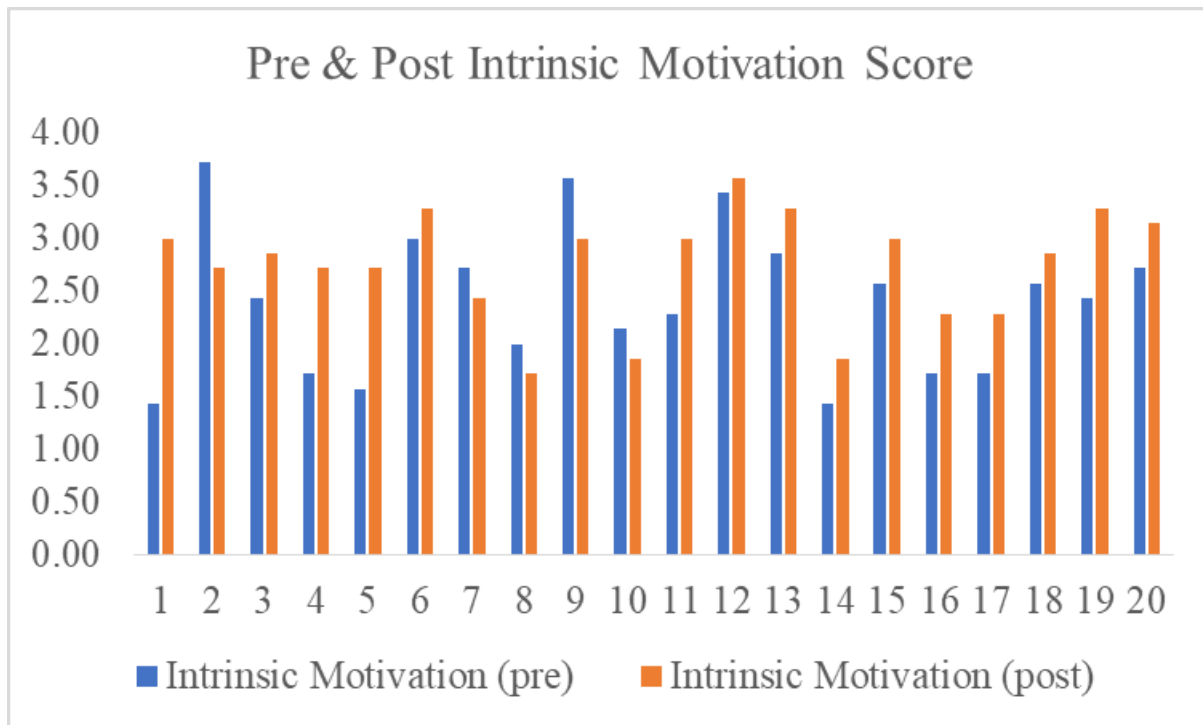


Figure 02. Bar chart (intrinsic regulation, SRQ-A)

### Identified regulation scores before and after the experimental lessons

The SDT-L2 results of the paired samples t-test showed that the difference in the identified orientation score in the pre- ( $M = 3.67$ ) and post-intervention questionnaires ( $M = 3.75$ ) is not statistically significant,  $t(19) = -0.320$ ,  $p > 0.05$ . Hence,  $H_2$  is not supported.

Table 05. Comparing identified orientation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
3.67	3.75	-.08	-.320	.752

According to the above table, a bar chart has been created for data visualisation. It indicates that eleven participants had an increase in their identified orientation, while eight had a decrease, and one participant's orientation remained unchanged.

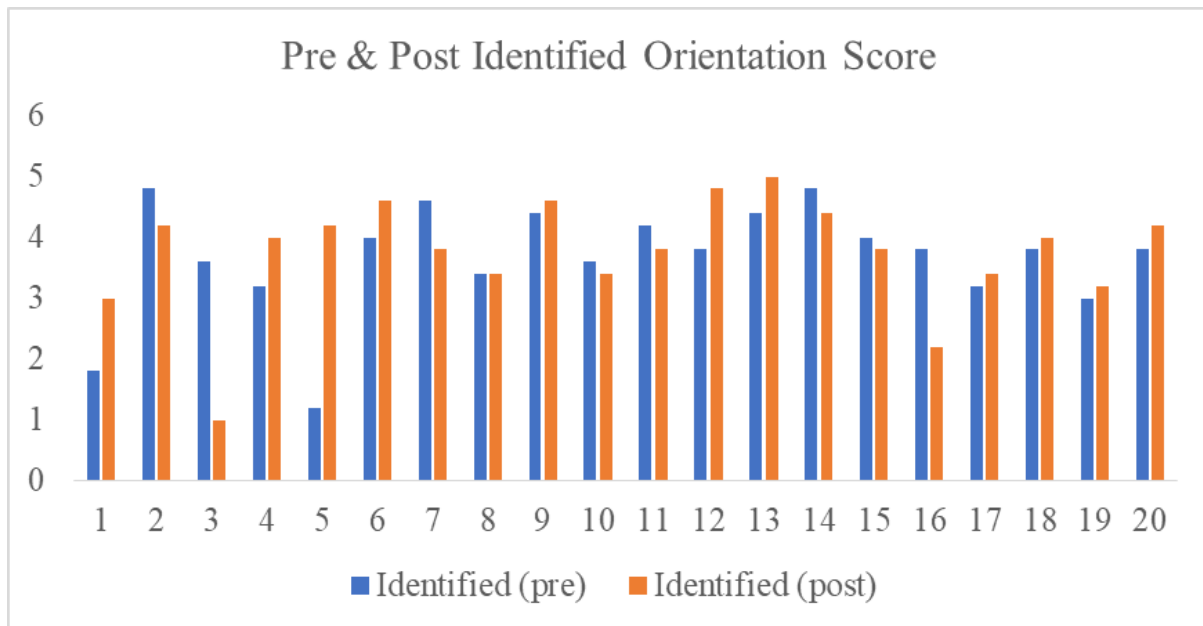


Figure 03. Bar chart (identified orientation, SDT-L2)

The SRQ-A results of the paired samples t-test showed that the difference in the identified regulation score in the pre- ( $M = 2.74$ ) and post-intervention questionnaires ( $M = 3.00$ ) is statistically significant,  $t(19) = -2.345$ ,  $p < 0.05$ . This indicates that the identified regulation increased significantly among the participants after the experimental lessons. Hence,  $H_2$  is supported.

Table 06. Comparing identified regulation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
2.74	3.00	-.26	-2.345	.030

According to the above table, a bar chart has been created for data visualisation. The bar chart indicates that twelve participants had an increase in their identified orientation, while six had a decrease, and two participants' orientation remained unchanged.

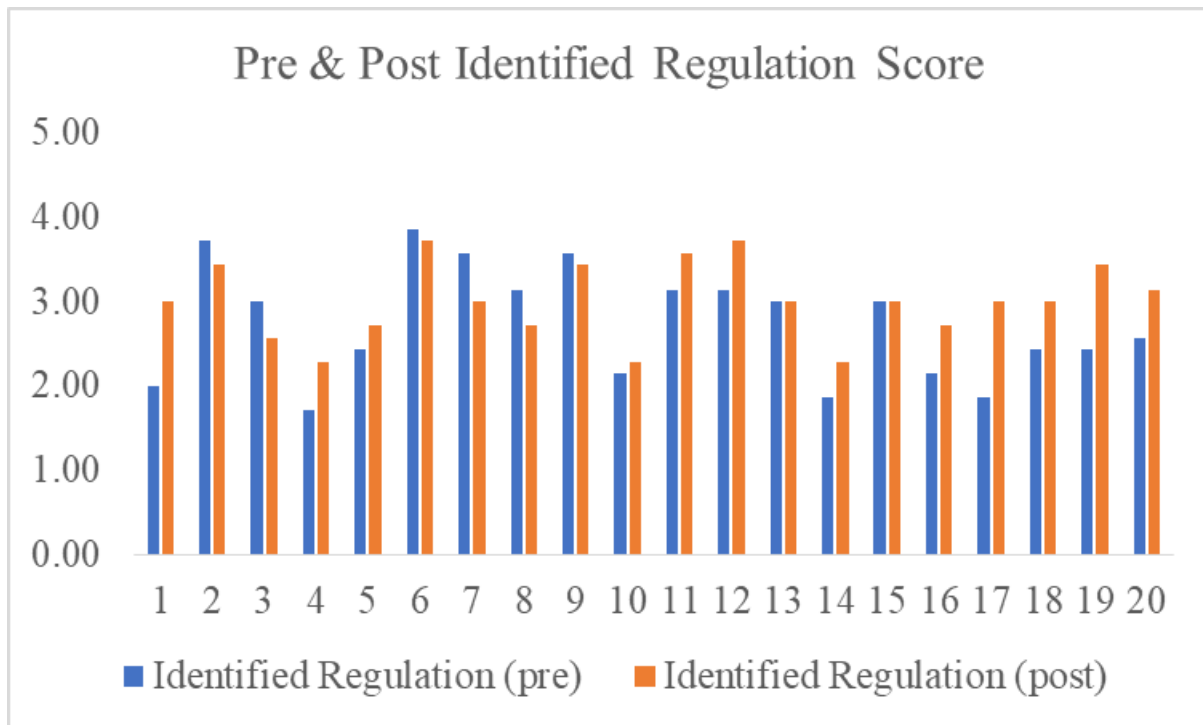


Figure 04. Bar chart (identified regulation, SRQ-A)

### Introjected regulation scores before and after the experimental lessons

The SDT-L2 results of the paired samples t-test showed that the difference in the introjected orientation scores in the pre- ( $M = 2.40$ ) and post-intervention questionnaires ( $M = 2.32$ ) is not statistically significant,  $t(19) = 0.553$ ,  $p > 0.05$ . Hence,  $H_3$  is supported.

Table 07. Comparing introjected orientation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
2.40	2.32	.08	.553	.587

According to the above table, a bar chart has been created for data visualisation. It shows that the introjected orientation score increased for six participants and decreased for eleven participants, with three participants having no change in their score.

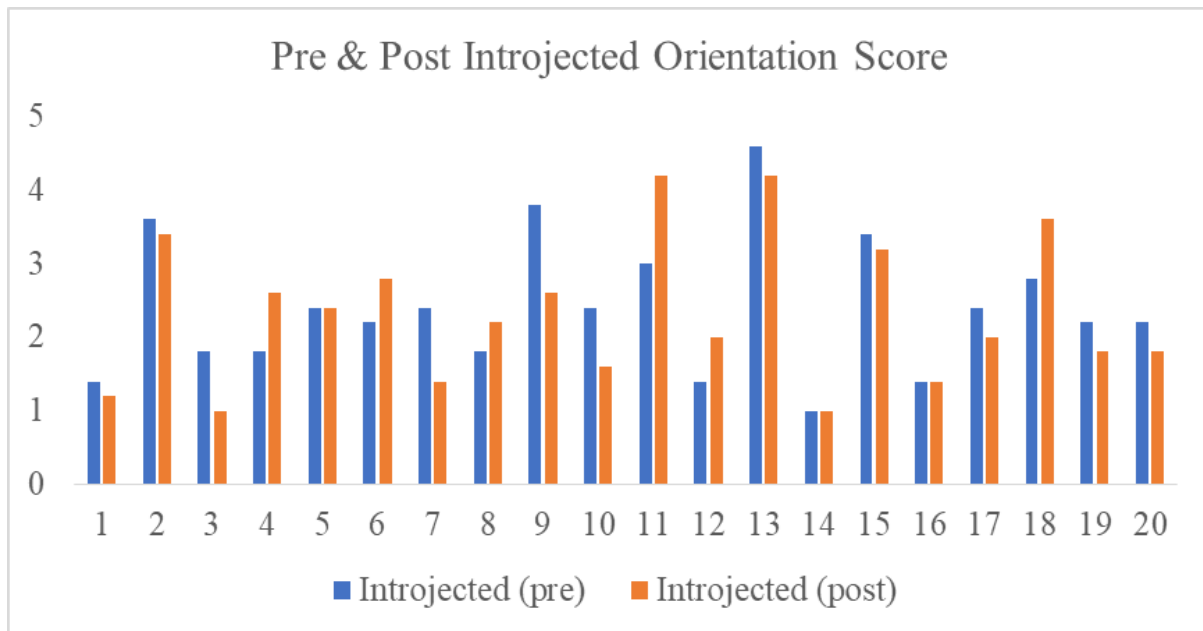


Figure 05. Bar chart (introjected orientation, SDT-L2)

The SRQ-A results of the paired samples t-test showed that the difference in the introjected regulation scores in the pre- ( $M = 2.22$ ) and post-intervention questionnaires ( $M = 2.49$ ) is statistically significant,  $t(19) = -2.572$ ,  $p < 0.05$ . It indicates that the participants' introjected regulation score increased significantly after the experimental lessons. Hence,  $H_3$  is refuted.

Table 08. Comparing introjected regulation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
2.22	2.49	-.27	-2.572	.019

According to the above table, a bar chart has been created for data visualisation. The bar chart shows that the introjected orientation score increased for thirteen participants and decreased for six participants, with one participant having no change in their score.

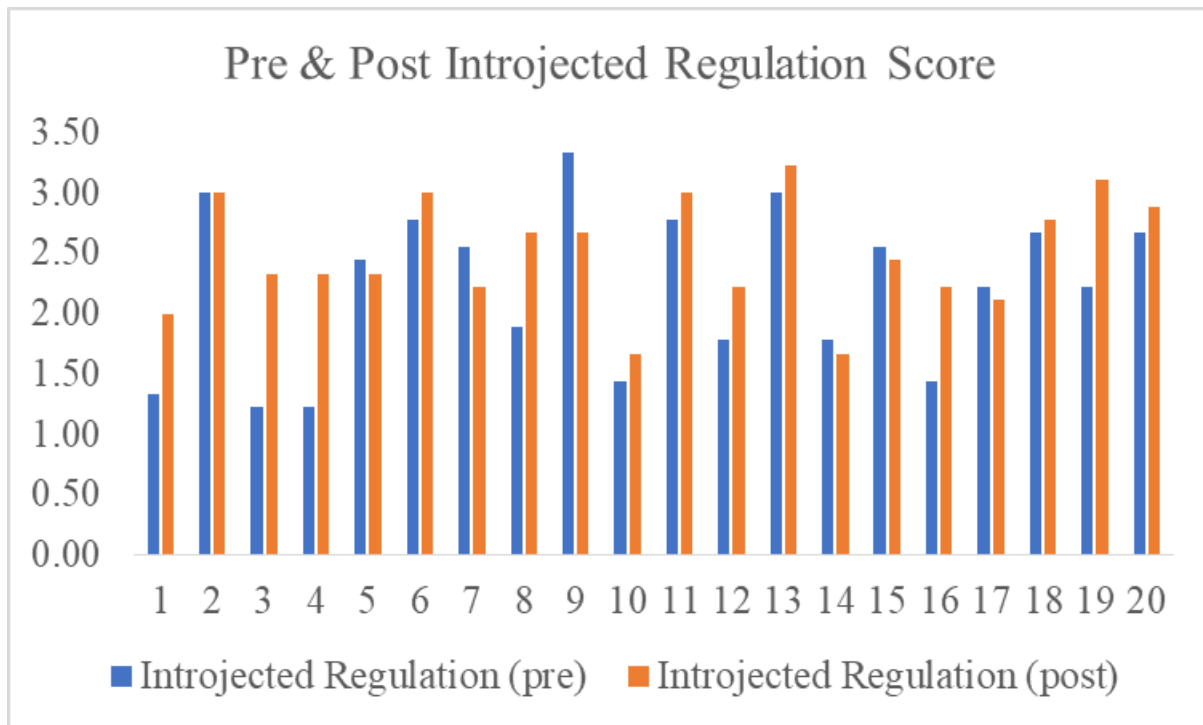


Figure 06. Bar chart (introjected regulation, SRQ-A)

When comparing the charts for introjected motivation, it can be observed that five participants had scores that decreased in the SDT-L2 questionnaire but increased in the SRQ-A. These participants were numbers 1, 3, 10, 19, and 20. To better understand this anomaly, it was decided to separate these participants' results from the rest of the group and compare the average scores by combining their responses to each question to identify any potential patterns.

Bar charts were then generated for visualisation, where the horizontal axis represents the questions related to introjected motivation. Figure 07 illustrates that the average score on the SDT-L2 scale increased after the experimental lessons, while the average score for questions 13, 14, and 15 decreased. In Figure 08, however, the mean score decreased on the SRQ-A scale in all the questions apart from the last one.

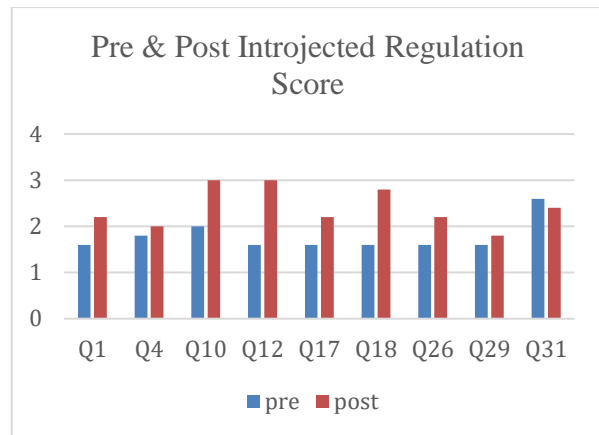
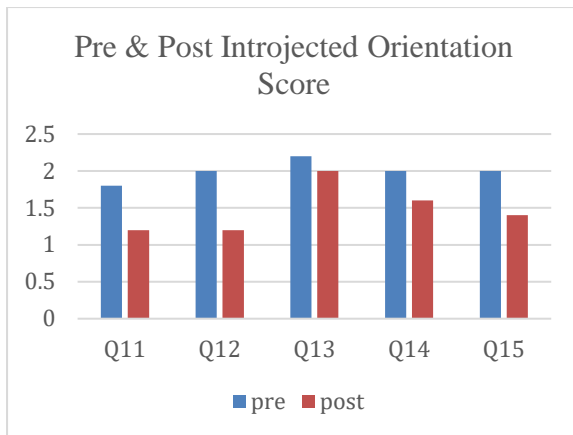


Figure 07. Bar chart (introjected orientation of 5 participants, SDT-L2)      Figure 08. Bar chart (introjected regulation, SRQ-A)

After removing the data of the five participants with inconsistent responses, the average score for introjected motivation was calculated for the remaining participants by question. The results are presented in the following table:

Table 09. Comparing introjected motivation scores by question before and after the experimental lessons excluding five odd participants

Scales	SDT-L2		SRQ-A	
	<i>Pre-</i>	<i>Post-</i>	<i>Pre-</i>	<i>Post-</i>
<i>Introjected motivation</i>				
<i>Mean score</i>	2.53	2.6	2.36	2.52

According to this table, the mean score by question for introjected motivation increased on both scales for the remaining fifteen participants following the experimental lessons.

### External regulation scores before and after the experimental lessons

The SDT-L2 result of the paired samples t-test showed that the difference in the external orientation score in the pre- ( $M = 3.54$ ) and post-experimental lessons questionnaires ( $M = 3.46$ ) is not statistically significant,  $t(19) = 0.324$ ,  $p > 0.05$ . Hence,  $H_4$  is supported.

Table 10. Comparing external orientation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
3.54	3.46	.08	.324	.749

According to the above table, a bar chart has been created for data visualisation. It shows that external orientation scores increased for ten participants and decreased for the other ten.

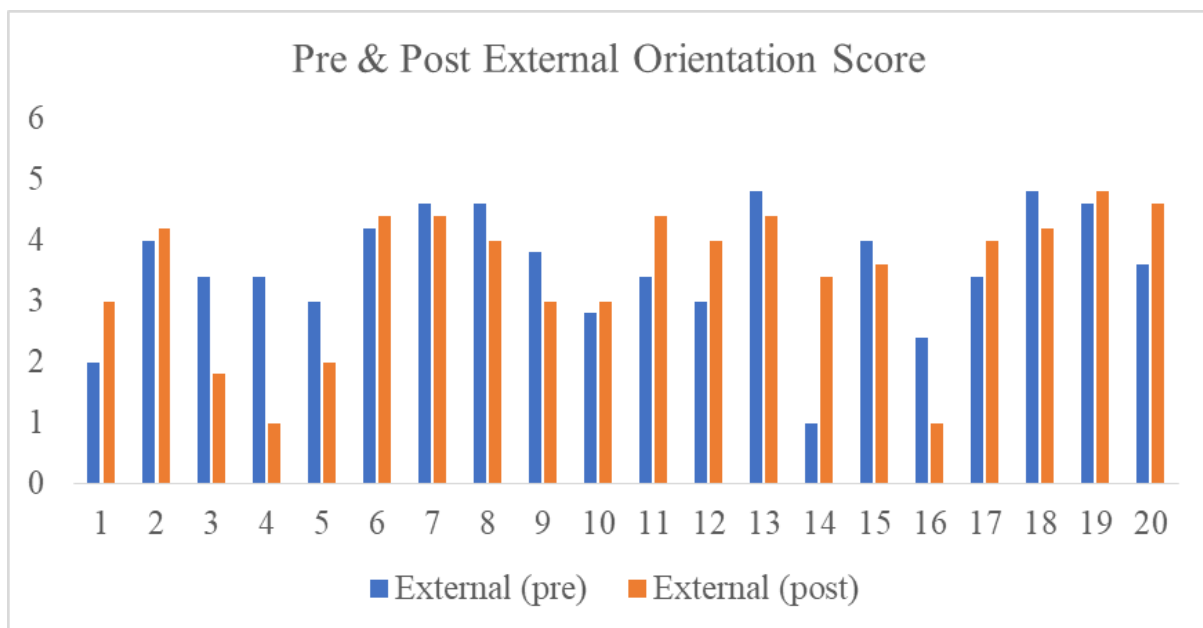


Figure 09. Bar chart (external orientation, SDT-L2)

The SRQ-A result of the paired samples t-test showed that the difference in the external regulation score in the pre- ( $M = 2.71$ ) and post-experimental lessons questionnaires ( $M = 2.66$ ) is not statistically significant,  $t(19) = 0.318$ ,  $p > 0.05$ . Hence,  $H_4$  is supported.

Table 11. Comparing external regulation scores before and after the experimental lessons

Pre	Post	Mean Difference	t-statistic	Sig (two-tailed)
2.71	2.66	.05	.318	.754

According to the above table, a bar chart has been created for data visualisation. It shows that the external regulation scores increased for ten participants, decreased for seven, and remained unchanged for the remaining three participants.

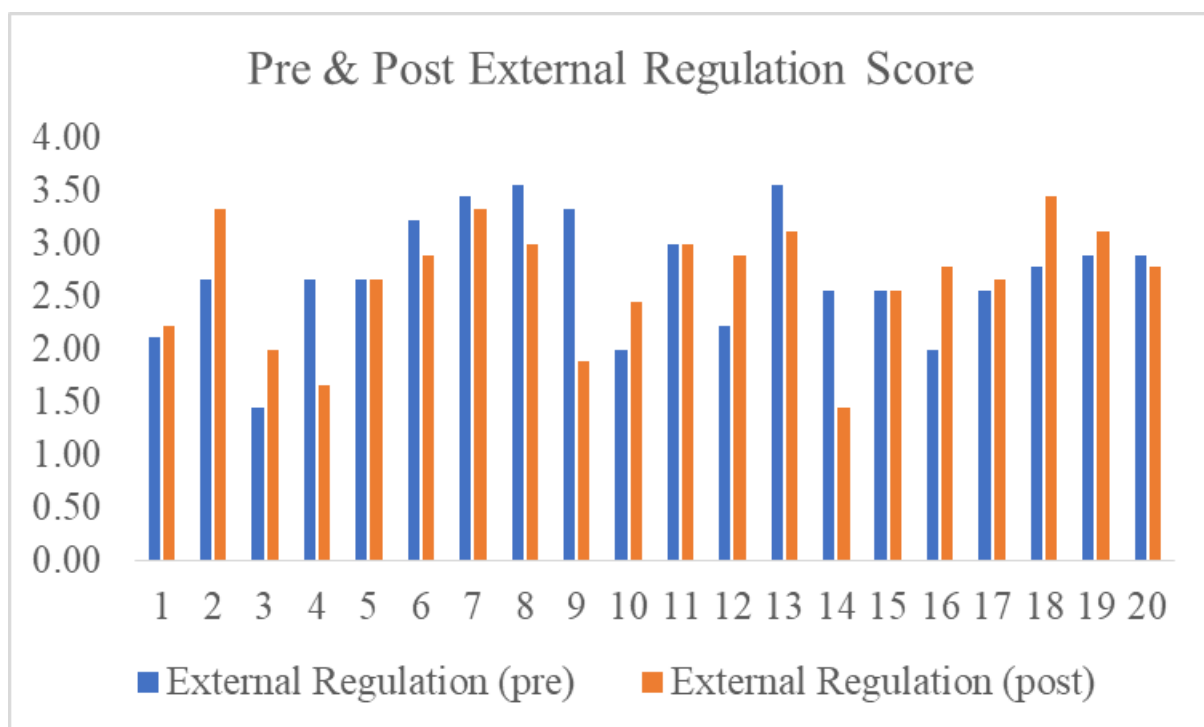


Figure 10. Bar chart (external regulation, SRQ-A)

In summary, the results of the quantitative study indicated that on the SDT-L2 students' intrinsic and identified orientations increased, whereas introjected and external decreased,

although not statistically significantly. on the SRQ-A, following the experimental lessons, students' intrinsic, identified and introjected regulations increased statistically significantly, whereas external regulation decreased not a statistically significant extent.

### **3.7 Discussion**

The current research aimed to deliver English lessons using digital animation to classes with students who exhibit low motivation, behavioural issues, and poor English language skills. The aim of the study was to investigate whether these lessons could increase students' motivation for learning English and help manage their behaviour. Regarding motivation, the hypothesis was that the lessons would specifically enhance intrinsic motivation and more autonomous types of extrinsic motivation (autonomous motivation), as they are associated with desirable outcomes in educational studies, surpassing less autonomous types of extrinsic motivation (controlled motivation) (Alamer 2021: 2). As for controlled motivation, a minor decline or no significant changes were expected.

The observations from the experimental lessons using animation revealed improvements in students' concentration, understanding of the material, and willingness to participate in the activities. Activities that incorporated animation also demonstrated partial effectiveness in managing student behaviour. However, they did not significantly impact the students' willingness to complete the activities without animation.

Videos and online quizzes appeared to particularly engage students, help them stay focused, and manage their behaviour. Furthermore, when completing subsequent activities, students seemed better prepared, even though they did not show much enthusiasm for them. This observation is consistent with the findings of Carmichael et al. (2018: 9) and Navisah et al. (2019: 193), all of whom highlight the positive impact of educational videos on students' motivation and learning.

Presentations were useful for framing the lesson, as the task sequence and activity instructions could be displayed on the screen. Showing one instruction or sentence/picture at a time improved student concentration, as it reduced the need to explain what they had to do repeatedly. Animation effects also helped maintain student focus. Animation was particularly effective for completing some exercises, e.g. gap-fill, labelling pictures, often proving more engaging than textbooks. However, in some cases, students from the class with more severe behavioural issues became overly excited and disruptive, particularly when they were asked to answer questions orally or engage in competitive activities.

The SDT-L2 results revealed that the intrinsic and identified orientation scores were higher after the experimental lessons than before them, and the inverse scenario was evident in the introjected and external orientation scores. However, the difference was not statistically significant, indicating no actual differences between the two. As a result, there is not enough evidence to support the claim that there is a significant difference in the intrinsic, identified, introjected and external orientation before and after the experimental lessons where animation was used.

According to the SRQ-A results, the same scenario was observed in the external regulation score. However, the identified and introjected regulation, as well as the intrinsic motivation scores, were significantly higher after the experimental lessons than before them. This means that the experimental lessons enhanced autonomous motivation together with more controlled introjected regulation of the participants.

The results of the questionnaire suggest that the lessons with animation did increase students' autonomous motivation, which is in line with Tepla et al. (2022: 18) study of chemistry lessons, where the intrinsic motivation of the participants increased after using digital animation in the lessons. The questionnaires yielded varied outcomes regarding controlled motivation: one scale indicated a slight decrease in external and introjected

orientations. In contrast, another scale indicated a decrease in external regulation and an increase in introjected regulation. From the bar chart, it was observed that there were five students whose results were inconsistent in the two scales. This phenomenon could be explained by inaccuracies in how they completed the questionnaire, as the analyses of questions or statements related to the introjected regulation did not yield any discernible pattern. Analyses of the answers of the remaining fifteen participants showed that their mean score for the introjected regulation increased on both scales. This indicated that the participants felt more external pressures during the experimental lessons, which presumably happened because the lessons were more interactive than usual and the students were encouraged to participate actively, which students in these classes are not keen on doing.

The lessons observations and motivation questionnaire results showed that the use of animation in EFL class yielded positive outcomes. For the subsequent cycle of action research, it would be advantageous to continue the same digital animation tools, refining them where feasible, as well as expand the array of programmes with the use of animation. Additionally, it would be beneficial to gradually instruct students in creating their presentation or employing digital storytelling techniques.

While the results provide some valuable insights in the researched field, it is essential to acknowledge the limitations of the study. First of all, it is worth noting that the overall sample size was small. Therefore, further studies could be conducted by increasing the sample size, which may provide a more accurate indication of the success or failure of the experimental lessons, as well as the efficiency and effectiveness of the animation used during English lessons. Additionally, the experimental lessons were conducted over approximately one month, which may be too brief to observe significant changes in the students' motivation.

Research indicates that for animation to impact learning positively, it must be utilised correctly (Betrancourt & Tversky 2000: 9-14). This raises questions about whether the author's

use of animation and the materials created were sufficient. To ensure the effectiveness of these resources, it would be beneficial to seek a professional perspective on their design and implementation or even to engage a co-author to conduct further research in this area. Furthermore, according to Dörnyei (1994: 277) there are also teacher-specific and group-specific components of motivation. This suggests that without examining other pertinent classroom processes, it is advisable to interpret the conclusions drawn from the current research results with caution.

## CONCLUSION

The classes characterised by low motivation for learning and behavioural issues pose challenges for teachers, as students' academic performance may be hindered and the classroom atmosphere can become tense. Therefore, it is crucial to explore alternative methods that could effectively engage students. Digital animation, with its dynamic and interactive nature, offers a potential solution to capture students' attention and foster a more stimulating learning environment.

The aim of this MA thesis was to investigate the impact of animation on student motivation and its potential contribution to enhancing behaviour in classes characterised by low motivation and English language proficiency, where frequent behavioural issues are prevalent. Given the recognised correlation between motivation and classroom behaviour, it was hypothesised that the utilisation of engaging and possibly comprehensible materials would result in heightened student motivation and improved behaviour.

The research adopted a categorisation of motivation into autonomous, which encompasses intrinsic motivation and identified regulation, and controlled, which includes introjected and external regulations. This division was employed to establish correlations between different types of motivation and favourable learning outcomes. The literature review revealed that students' intrinsic motivation, encompassing their internal values, volition, and interests, as well as more autonomous types of extrinsic motivation, involving integrating and accepting the values of activities, correlates positively with academic achievement and increased behavioural engagement, in contrast to more controlled types of extrinsic motivation, which pertain to external influences such as rewards, punishments, internal pressures from the rules, and approval from peers, teachers, or parents. Nonetheless, research indicates the significance of extrinsic motivation, which may eventually become internalised over time.

Consequently, it was desirable to observe an enhancement in students' autonomous motivation throughout the experimental sessions, surpassing the influence of controlled motivation.

The chosen research methodology was action research, conducted over two cycles and encompassing a total of eleven lessons. The study utilised various forms of animation, including videos, video quizzes, online quizzes, and presentations with animation effects. The research was carried out in two classes: 7 students in year 6 and 13 in year 7. Both classes were, on average, at a similar level of English proficiency, with most students showing limited motivation for learning the language. However, behaviourally, year 6 students were more manageable, and although disruptions occurred occasionally, they tended to calm down more readily than the year 7 students. In year 7, which had a larger number of students, there were several who lost focus easily and exhibited highly disruptive behaviour, such as chatting, laughing loudly, creating noise, and occasionally engaging in fights.

The findings of the MA thesis revealed several positive effects associated with the implementation of animation on students' motivation and behaviour. Specifically, the administration of a motivation questionnaire before and after the experimental lessons demonstrated an increase in students' autonomous motivation levels in the post-questionnaire, alongside a minor, albeit statistically insignificant, decrease in external regulation—a component of controlled motivation where students engage in tasks due to the anticipation of rewards or punishment. The results concerning introjected regulation, a subset of controlled motivation wherein students engage in tasks seeking approval from significant others, yielded mixed outcomes: showing a decrease on one scale and an increase on another. Such divergent findings made it challenging to draw definitive conclusions.

The implementation of animation proved effective in capturing students' attention, resulting in heightened engagement during activities and improved comprehension upon completion of post-activity tasks. Moreover, it was evident that students derived benefit from

a variety of activities. It was concluded that teachers would benefit from exploring diverse teaching methodologies incorporating digital animation. However, the integration of digital animation should be purposeful and avoid excessive reliance. Additionally, in the cases of notably disruptive classes, educators should exercise caution when incorporating competitive activities and encouraging oral responses, as these approaches may exacerbate unruly behaviour. Nonetheless, it is important to note that such activities should not be entirely omitted, as they are perceived as enjoyable by students.

Another important point from the MA thesis is that behavioural engagement and motivation are complex processes influenced by various factors, such as context, relationships with teachers and peers, and group dynamics. This complexity indicates that any interventions aimed at improving motivation and behaviour should be approached holistically.

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## APPENDICES

### Appendix 1: Links to the materials used and lesson observation notes

#### Regular lessons

1. Lesson 1. Free time activities and WH- questions:  
[https://drive.google.com/drive/folders/1IMgkDOIjrGiu4VgLw-nzRLzzDiGHxaIa?usp=drive\\_link](https://drive.google.com/drive/folders/1IMgkDOIjrGiu4VgLw-nzRLzzDiGHxaIa?usp=drive_link)
2. Lesson 2. Transport and adverbs of frequency:  
[https://drive.google.com/drive/folders/1yDM864cZtCayC3B\\_imxl7LadwCm-h-ea?usp=drive\\_link](https://drive.google.com/drive/folders/1yDM864cZtCayC3B_imxl7LadwCm-h-ea?usp=drive_link)
3. Lesson 3. Adverbs of frequency:  
[https://drive.google.com/drive/folders/1WpKqe362E1nVCD4e75cat7dxWD8Gv-U6?usp=drive\\_link](https://drive.google.com/drive/folders/1WpKqe362E1nVCD4e75cat7dxWD8Gv-U6?usp=drive_link)
4. Lesson 4. Sports:  
[https://drive.google.com/drive/folders/1vtFTWQsnmf5hVnTIWwEsDorm7Nq4POgV?usp=drive\\_link](https://drive.google.com/drive/folders/1vtFTWQsnmf5hVnTIWwEsDorm7Nq4POgV?usp=drive_link)
5. Lesson 5. Rita's favourite day:  
[https://drive.google.com/drive/folders/1TTIPW9gDssTCmxtce6Mv8HBfQFu3VaUw?usp=drive\\_link](https://drive.google.com/drive/folders/1TTIPW9gDssTCmxtce6Mv8HBfQFu3VaUw?usp=drive_link)

#### Experimental lessons, cycle 1

1. Lesson 1. Introduction to the new unit "My home, my town" and bedroom objects:  
[https://drive.google.com/drive/folders/1qs1xdvh8e5Sn843bFyRFdYrAVwcA7iLF?usp=drive\\_link](https://drive.google.com/drive/folders/1qs1xdvh8e5Sn843bFyRFdYrAVwcA7iLF?usp=drive_link)
2. Lesson 2. Bedroom furniture and articles:  
[https://drive.google.com/drive/folders/1GwHGE4BuDRo8XbYpJC9jiw07xlrS0hqV?usp=drive\\_link](https://drive.google.com/drive/folders/1GwHGE4BuDRo8XbYpJC9jiw07xlrS0hqV?usp=drive_link)
3. Lesson 3. Rooms and furniture, there is/there are:  
[https://drive.google.com/drive/folders/1Rx-oPW7veOsZT6d4La65HjlBpcVgz6DH?usp=drive\\_link](https://drive.google.com/drive/folders/1Rx-oPW7veOsZT6d4La65HjlBpcVgz6DH?usp=drive_link)
4. Lesson 4. Parts of the house, there is/ there are:  
[https://drive.google.com/drive/folders/1FcOoKoYS-yrMK\\_hNcwwzU-G1Wywgoz?usp=drive\\_link](https://drive.google.com/drive/folders/1FcOoKoYS-yrMK_hNcwwzU-G1Wywgoz?usp=drive_link)
5. Lesson 5. The Dubai Mall, places in a town:  
[https://drive.google.com/drive/folders/10YGc8OU3uNmK6aLB89kxTioVnUCzS2Wn?usp=drive\\_link](https://drive.google.com/drive/folders/10YGc8OU3uNmK6aLB89kxTioVnUCzS2Wn?usp=drive_link)

#### Experimental lessons, cycle 2

6. Lesson 6. Amusement park, must/mustn't:

[https://drive.google.com/drive/folders/1ZYOIsAT7QiEVAjTMcVGZl1efFy92ImVI?usp=drive\\_link](https://drive.google.com/drive/folders/1ZYOIsAT7QiEVAjTMcVGZl1efFy92ImVI?usp=drive_link)

7. Lesson 7. Ordinal numbers, must/mustn't: [https://drive.google.com/drive/folders/12-gBDHGcVPMFOsj1VPeLAvPLYJDVKsNY?usp=drive\\_link](https://drive.google.com/drive/folders/12-gBDHGcVPMFOsj1VPeLAvPLYJDVKsNY?usp=drive_link)

8. Lesson 8. Asking about location:

[https://drive.google.com/drive/folders/17ouZdmTGNBb2QX\\_t3X6aSTUhdXSjGJ6j?usp=drive\\_link](https://drive.google.com/drive/folders/17ouZdmTGNBb2QX_t3X6aSTUhdXSjGJ6j?usp=drive_link)

9. Lesson 9. Mandy's house:

[https://drive.google.com/drive/folders/1DGZ9FzSE0OhBvJXxBFZbnyPdBXwDWD2z?usp=drive\\_link](https://drive.google.com/drive/folders/1DGZ9FzSE0OhBvJXxBFZbnyPdBXwDWD2z?usp=drive_link)

10. Lesson 10. Grammar review:

[https://drive.google.com/drive/folders/1Zw89QenQn7QkkSH2BAqNVJzXlxbKG5WU?usp=drive\\_link](https://drive.google.com/drive/folders/1Zw89QenQn7QkkSH2BAqNVJzXlxbKG5WU?usp=drive_link)

11. Lesson 11. Unit 4 round-up:

[https://drive.google.com/drive/folders/1gRvlnbzR3yya5QtJtfKqL1axaX9nUht-?usp=drive\\_link](https://drive.google.com/drive/folders/1gRvlnbzR3yya5QtJtfKqL1axaX9nUht-?usp=drive_link)

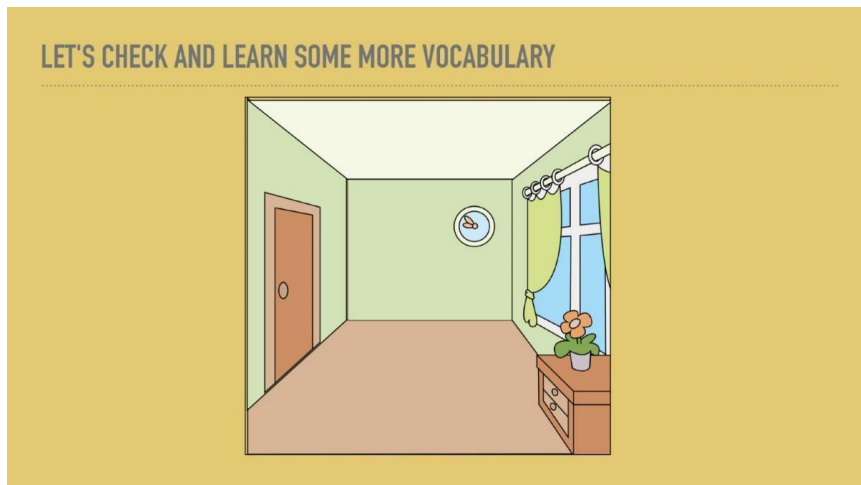
## Appendix 2: Examples of animations

### Keynote presentation

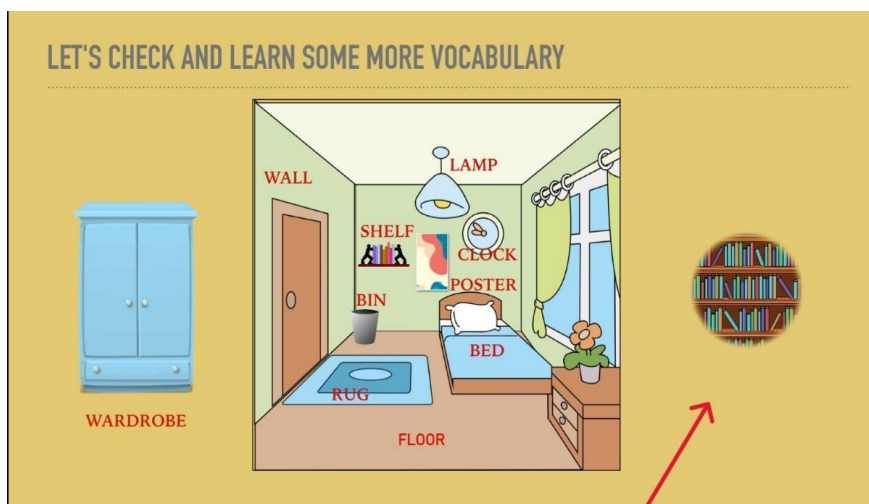
#### *Lesson 1, What can be in the bedroom & preposition of place*

Picture 1 demonstrates a lesson where students see a bedroom, and then, with the help of animation, they label what inside is; they see objects moving in and labels appearing by character (Picture 2). In picture 3, students see the dog moving in with the help of animation and taking different positions. Then, they label the pictures with prepositional phrases that appear by word.

Picture 1: bedroom

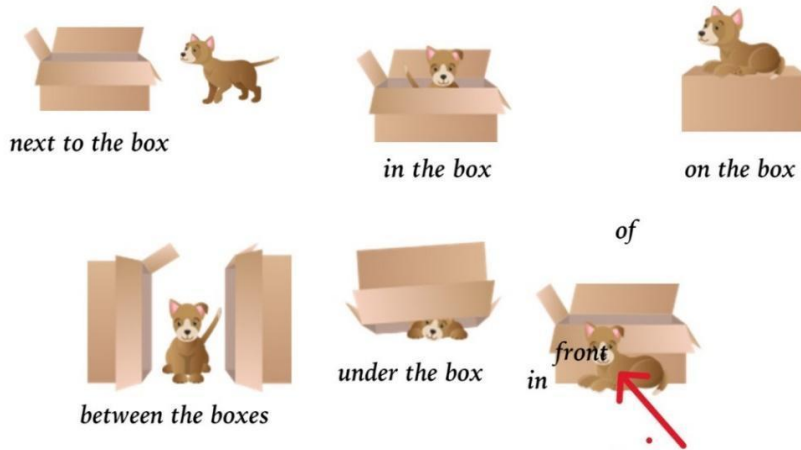


Picture 2: a bookcase appearing



Picture 3: prepositional phrase appearing by word

### PREPOSITIONS OF PLACE: WHERE IS THE DOG?




#### Lessons 3, Rooms and furniture

In the lesson, students must fill the gaps by practising *there is/are*; the words appear by character (Picture 4). Then, they learn to make questions with *there is/are*. After filling the gaps, they learn that verb *to be* moves to the front in order to make a question. *Is* and arrow appear with the help of animation (Picture 5).

Picture 4: *IS* appears be character

There is or there are?


- There S ..... a bedroom downstairs.



Picture 5: arrow appears with the help of animation

Question - answer, negative form

• There ....**IS**... a bedroom downstairs.



### **Videos generated by SteveAI**

#### *Lesson 11, My house*

Students watched a video where a character Penny is talking about her house.

Picture 6: Penny is going upstairs



Picture 7: Penny is telling about her sister's bedroom

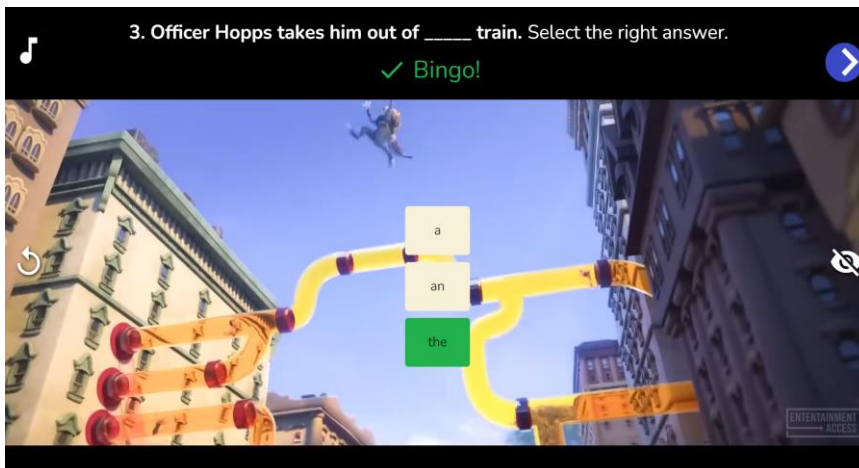


**Video exercises/quizzes from en.islcollective.com**

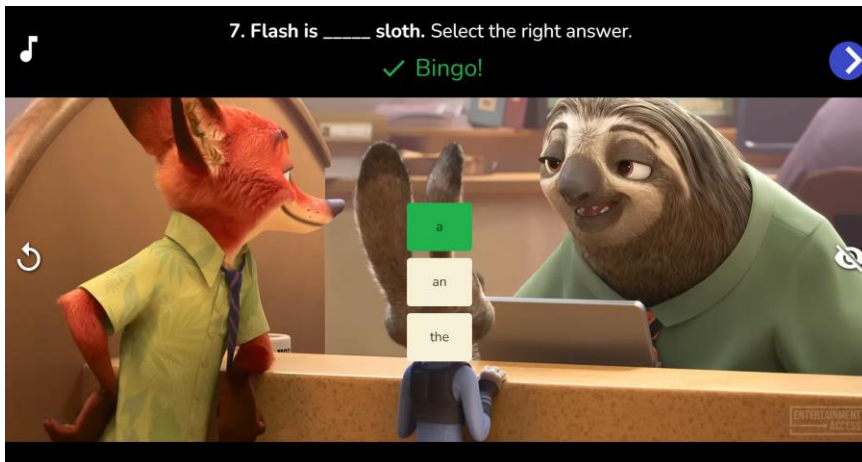
*Lesson 2, Articles*

In the picture 8 & 9 the screenshots from the video clip "Zootopia," where students choose the correct article for the sentences.

Picture 8



Picture 9: Video quiz from islcollective.com



### Online quiz from Wordwall.net

#### *Lesson 8, Directions*

Picture 10: students fill in the dialogue by moving the correct phrase to the relevant place

1:08 ◀ 4 of 7 ▶ ✓ 6

Yes

here

shopping  
mall

A: Excuse me. Are we near  
 the ? B: ,  
 look, we're .

☰ Submit Answers 🔊 🔊

*Lesson 3, Rooms & furniture*

Picture 11: students choose the correct answer for the “living room”

0:27 ✓ 1

## LIVING ROOM

<b>A</b>  I cook in the	<b>B</b>  I watch tv in the..	<b>C</b>  I sleep in the..	<b>D</b>  I eat lunch..
--	--	---	--

◀ 2 of 8 ▶ 🔊 🗨️

PARTS OF THE HOUSE QUIZ

## Appendix 3: Student Motivation Questionnaire

### A. English Version

#### MY OBJECTIVES IN LEARNING ENGLISH

Date: \_\_\_\_\_

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Gender: Male ( ) or Female ( )

### 1. Why are you learning English?

**Underline the response that is true for you**

*Example:* Very true     Sort of true     Not very true     Not at all true

*Decide how much you agree or disagree with each statement in a scale of five, with*

**1= strongly disagree**

**2= disagree,**

**3= neither agree or disagree,**

**4= agree,**

**5= strongly disagree**

**Put a cross next to a number that is right for you. Example:**

1	2	3 X	4	5
---	---	-----	---	---

1. Because I enjoy learning English.

1	2	3	4	5
---	---	---	---	---

2. Because of the pleasure I get when I hear and read English.

1	2	3	4	5
---	---	---	---	---

3. For the satisfaction I feel when I speak and write in English.

1	2	3	4	5
---	---	---	---	---

4. For the enjoyment I experience when I achieve a new goal in English learning.

1	2	3	4	5
---	---	---	---	---

5. Because learning English is a fun activity in and of itself.

1	2	3	4	5
---	---	---	---	---

6. Because learning English is important for my personal growth.

1	2	3	4	5
---	---	---	---	---

7. Because learning English can open new opportunities and possibilities for me.

1	2	3	4	5
---	---	---	---	---

8. For the value it holds in my self-development.

1	2	3	4	5
---	---	---	---	---

9. Because learning English is important for my current and future studies.

1	2	3	4	5
---	---	---	---	---

10. Because learning English allows me to read and hear English-based materials that are necessary for my personal success.

1	2	3	4	5
---	---	---	---	---

11. Because I would feel guilty if I didn't understand English.

1	2	3	4	5
---	---	---	---	---

12. Because I would feel ashamed if I'm not successful in English learning like my friend(s)/family.

1	2	3	4	5
---	---	---	---	---

13. Because people around me (the teacher/peers/parents) expect me to learn English.

1	2	3	4	5
---	---	---	---	---

14. Because people around me (the teacher/peers/parents) would think I'm a failure if I didn't speak English.

1	2	3	4	5
---	---	---	---	---

15. Because I feel pressured by the people around me (the teacher/peers/parents) to learn English.

1	2	3	4	5
---	---	---	---	---

16. Because I want to get a prestigious job that requires English proficiency.

1	2	3	4	5
---	---	---	---	---

17. Because I want to get better marks in the English course.

1	2	3	4	5
---	---	---	---	---

18. Because English is just a required course that I want to pass.

1	2	3	4	5
---	---	---	---	---

19. Because I don't want to fail the final exam in the English course.

1	2	3	4	5
---	---	---	---	---

20. Because there will be negative consequences if I fail to learn English.

1	2	3	4	5
---	---	---	---	---

## 2. Why you do things

**Underline the response that is true for you**

*Example:* Very true    Sort of true    Not very true    Not at all true

**A. Why do I do my homework for English lessons?**

1. Because I want the teacher of English to think I'm a good student.

Very true                  Sort of true                  Not very true                  Not at all true

2. Because I'll get in trouble with my parents or teacher(s) if I don't.

Very true                  Sort of true                  Not very true                  Not at all true

3. Because it's fun.

Very true                  Sort of true                  Not very true                  Not at all true

4. Because I will feel bad about myself if I don't do it.

Very true                  Sort of true                  Not very true                  Not at all true

5. Because I want to understand the subject (English).

Very true                  Sort of true                  Not very true                  Not at all true

6. Because that's what I have to do.

Very true                  Sort of true                  Not very true                  Not at all true

7. Because I enjoy doing my homework for English lessons.

Very true                  Sort of true                  Not very true                  Not at all true

8. Because it's important to me to do my homework for English lessons.

Very true                  Sort of true                  Not very true                  Not at all true

## **B. Why do I work on my English classwork?**

9. So that the teacher of English and/or my classroom teacher won't yell at me.

Very true                  Sort of true                  Not very true                  Not at all true

10. Because I want my English teacher to think I'm a good student.

Very true                  Sort of true                  Not very true                  Not at all true

11. Because I want to learn new things in English.

Very true                  Sort of true                  Not very true                  Not at all true

12. Because I'll be ashamed of myself if it doesn't get done.

Very true                  Sort of true                  Not very true                  Not at all true

13. Because it's fun.

Very true                  Sort of true                  Not very true                  Not at all true

14. Because that's the rule.

Very true                  Sort of true                  Not very true                  Not at all true

15. Because I enjoy doing my English classwork.

Very true                  Sort of true                  Not very true                  Not at all true

16. Because it's important to me to work on my English classwork.

Very true                  Sort of true                  Not very true                  Not at all true

### **C. Why do I try to answer hard questions in class during English lessons?**

17. Because I want the other students to think I'm smart.

Very true                  Sort of true                  Not very true                  Not at all true

18. Because I feel ashamed of myself when I don't try.

Very true                  Sort of true                  Not very true                  Not at all true

19. Because I enjoy answering hard questions.

Very true                  Sort of true                  Not very true                  Not at all true

20. Because that's what I have to do.

Very true                  Sort of true                  Not very true                  Not at all true

21. To find out if I'm right or wrong.

Very true                  Sort of true                  Not very true                  Not at all true

22. Because it's fun to answer hard questions.

Very true                      Sort of true                      Not very true                      Not at all true

23. Because it's important to me to try to answer hard questions in class.

Very true                      Sort of true                      Not very true                      Not at all true

24. Because I want the teacher of English to say nice things about me.

Very true                      Sort of true                      Not very true                      Not at all true

#### **D. Why do I try to do well in English?**

25. Because that's what I'm supposed to do.

Very true                      Sort of true                      Not very true                      Not at all true

26. So my English teacher and/or my classroom teacher will think I'm a good student

Very true                      Sort of true                      Not very true                      Not at all true

27. Because I enjoy doing my work for English lessons well.

Very true                      Sort of true                      Not very true                      Not at all true

28. Because I will get in trouble with my parents and or teachers if I don't do well in English.

Very true                      Sort of true                      Not very true                      Not at all true

29. Because I'll feel really bad about myself if I don't do well in English.

Very true                      Sort of true                      Not very true                      Not at all true

30. Because it's important to me to try to do well in English.

Very true                      Sort of true                      Not very true                      Not at all true

31. Because I will feel really proud of myself if I do well in English.

Very true                      Sort of true                      Not very true                      Not at all true

32. Because I might get a reward if I do well in English.

Very true                      Sort of true                      Not very true                      Not at all true

**B. Russian version****МОИ ЦЕЛИ ИЗУЧЕНИЯ АНГЛИЙСКОГО**

Дата: \_\_\_\_\_

Возраст: \_\_\_\_\_

Класс: \_\_\_\_\_

Пол: Мужской ( ) или Женский ( )

**1. ПОЧЕМУ Я УЧУ АНГЛИЙСКИЙ?**

*Насколько ты согласен(-на) или не согласен(-на) с утверждениями: отметь по шкале от 1 до 5. Пример:*

1	2	3 X	4	5
---	---	-----	---	---

**1 = категорически не согласен(а),****2 = не согласен(а), disagree,****3 = в какой-то степени согласен(а) и в какой-то не согласен(а),****4 = согласен(а),****5 = полностью согласен(а)**

1. Потому что мне нравится изучать английский.

1	2	3	4	5
---	---	---	---	---

2. Потому что я испытываю удовольствие, когда слушаю и читаю по английски.

1	2	3	4	5
---	---	---	---	---

3. Потому что я чувствую удовлетворение, когда говорю и пишу по английски.

1	2	3	4	5
---	---	---	---	---

4. Потому что я получаю удовольствие, когда достигаю новую цель в изучении английского.

1	2	3	4	5
---	---	---	---	---

5. Потому что изучение английского само по себе является увлекательной деятельностью.

1	2	3	4	5
---	---	---	---	---

6. Потому что изучение английского важно для моего личного роста.

1	2	3	4	5
---	---	---	---	---

7. Потому что изучение английского может открыть новые возможности и перспективы для меня.

1	2	3	4	5
---	---	---	---	---

8. Из-за ценности, которую изучение английского имеет для моего саморазвития.

1	2	3	4	5
---	---	---	---	---

9. Потому что изучение английского важно для моих текущих и будущих учебных занятий.

1	2	3	4	5
---	---	---	---	---

10. Потому что изучение английского позволяет мне читать и слушать материалы на английском, необходимые для моего успеха.

1	2	3	4	5
---	---	---	---	---

11. Потому что я бы чувствовал(а) себя виноватым(ой), если бы не понимал(а) английского.

1	2	3	4	5
---	---	---	---	---

12. Потому что мне будет стыдно, если я не достигну успеха в изучении английского, как мои друзья и/или члены семьи.

1	2	3	4	5
---	---	---	---	---

13. Потому что люди из моего окружения (учитель/одноклассники/родители) ожидают от меня, что я выучу английский.

1	2	3	4	5
---	---	---	---	---

14. Потому что люди из моего окружения (учитель/одноклассники/родители) подумают, что я неудачник(ца), если я не буду говорить по-английски.

1	2	3	4	5
---	---	---	---	---

15. Потому что я чувствую давление от людей которые меня окружают: учителей, одноклассников, родителей.

1	2	3	4	5
---	---	---	---	---

16. Потому что я хочу получить престижную работу, требующую знания английского.

1	2	3	4	5
---	---	---	---	---

17. Потому что я хочу, чтобы мои оценки на уроках английского были лучше.

1	2	3	4	5
---	---	---	---	---

18. Потому что уроки английского – это просто обязательный курс, который я хочу пройти.

1	2	3	4	5
---	---	---	---	---

19. Потому что я не хочу провалить государственный экзамен по английскому в 9ом классе.

1	2	3	4	5
---	---	---	---	---

20. Потому что будут негативные последствия, если я не выучу английский.

1	2	3	4	5
---	---	---	---	---

## 2. ПОЧЕМУ Я ДЕЛАЮ ТО, ЧТО ДЕЛАЮ?

Подчеркни/обведи ответ, который правилен для тебя

*Пример:*

Правда      В какой-то степени правда      Не совсем правда      Не правда

### А. Почему я выполняю домашнее задание по английскому?

1. Потому что я хочу, чтобы учитель английского думала, что я хороший ученик(ца).

Правда      В какой-то степени правда      Не совсем правда      Не правда

2. Потому что у меня будут неприятности с родителями или учителями, если я не буду выполнять домашнее задание по английскому.

Правда      В какой-то степени правда      Не совсем правда      Не правда

3. Потому что это увлекательно.

Правда      В какой-то степени правда      Не совсем правда      Не правда

4. Потому что я буду думать плохо о себе, если я этого не сделаю.

Правда      В какой-то степени правда      Не совсем правда      Не правда

5. Потому что я хочу разбираться в этом предмете.

Правда      В какой-то степени правда      Не совсем правда      Не правда

6. Потому что это то, что мне нужно делать.

Правда      В какой-то степени правда      Не совсем правда      Не правда

7. Потому что мне нравится делать домашнее задание по английскому.

Правда      В какой-то степени правда      Не совсем правда      Не правда

8. Потому что для меня важно делать домашнее задание по английскому.

Правда      В какой-то степени правда      Не совсем правда      Не правда

### **Б. Почему я прикладываю усилия на уроках по английскому?**

9. Чтобы учитель английского и/или классный руководитель не кричали на меня.

Правда      В какой-то степени правда      Не совсем правда      Не правда

10. Потому что я хочу, чтобы мой учитель английского думала, что я хороший(ая) ученик(ца).

Правда      В какой-то степени правда      Не совсем правда      Не правда

11. Потому что я хочу узнавать что-то новое на английском.

Правда      В какой-то степени правда      Не совсем правда      Не правда

12. Потому что мне будет стыдно перед собой, если я не буду этого делать.

Правда      В какой-то степени правда      Не совсем правда      Не правда

13. Потому что это увлекательно.

Правда      В какой-то степени правда      Не совсем правда      Не правда

14. Потому что таковы правила.

Правда      В какой-то степени правда      Не совсем правда      Не правда

15. Потому что мне нравится заниматься уроками английского.

Правда      В какой-то степени правда      Не совсем правда      Не правда

16. Потому что для меня важно работать над уроками по английскому.

Правда      В какой-то степени правда      Не совсем правда      Не правда

## **В. Почему я стараюсь отвечать на сложные вопросы на уроках английского?**

17. Потому что я хочу, чтобы другие ученики думали, что я умный(ая).

Правда          В какой-то степени правда          Не совсем правда          Не правда

18. Потому что мне стыдно, когда я не пытаюсь этого делать.

Правда          В какой-то степени правда          Не совсем правда          Не правда

19. Потому что я получаю удовольствие, когда отвечаю на сложные вопросы на уроках английского.

Правда          В какой-то степени правда          Не совсем правда          Не правда

20. Потому что это то, что мне нужно делать.

Правда          В какой-то степени правда          Не совсем правда          Не правда

21. Чтобы узнать, является ли мой ответ правильным.

Правда          В какой-то степени правда          Не совсем правда          Не правда

22. Потому что мне в радость отвечать на сложные вопросы на уроках английского.

Правда          В какой-то степени правда          Не совсем правда          Не правда

23. Потому что для меня важно пытаться отвечать на сложные вопросы на уроках английского.

Правда          В какой-то степени правда          Не совсем правда          Не правда

24. Потому что я хочу, чтобы учитель английского отзывалась хорошо обо мне.

Правда          В какой-то степени правда          Не совсем правда          Не правда

**Г. Почему я стараюсь, чтобы у меня было все хорошо с английским?**

25. Потому что мне так полагается делать.

Правда      В какой-то степени правда      Не совсем правда      Не правда

26. Чтобы мой учитель английского и/или классный руководитель думали, что я хороший(ая) ученик(ца).

Правда      В какой-то степени правда      Не совсем правда      Не правда

27. Потому что мне нравится хорошо выполнять задания по английскому.

Правда      В какой-то степени правда      Не совсем правда      Не правда

28. Потому что я попаду в неприятности с родителями и/или учителями, если не буду хорошо учить английский.

Правда      В какой-то степени правда      Не совсем правда      Не правда

29. Потому что я буду чувствовать себя плохо, если я не буду хорошо учить английский.

Правда      В какой-то степени правда      Не совсем правда      Не правда

30. Потому что для меня важно стараться хорошо учить английский.

Правда      В какой-то степени правда      Не совсем правда      Не правда

31. Потому что я буду гордиться собой, если я буду хорошо учить английский.

Правда      В какой-то степени правда      Не совсем правда      Не правда

32. Потому что я могу получить награду, если я буду хорошо учить английский.

Правда      В какой-то степени правда      Не совсем правда      Не правда

## Appendix 4: LESSON 1 (regular lesson) Activities & Wh-questions

**Length: 45 min**

### Objectives (students)

*By the end of the lesson the students will have*

- *Practised activity collocations*
- *Spoken about activities using Wh-questions*
- *Practised questions and answers with DO/DOES*

### Topic/ context

- *Free time activities*
- *Wh- questions*

### Language skills

- *Listening*
- *Speaking in pair & groups: survey*
- *Reading for gist and detail*

### Language systems

Wh- questions, present simple

### Materials

- *Computer, smartboard, whiteboard and markers*
- *Portal to English 1 student's book, workbook and audio recording*
- *PowerPoint presentation with Do/Does: <https://en.islcollective.com/english-esl-powerpoints/grammar-topic/present-simple-tense/do-or-does/97148>*

### Grade: 6

**Date: 5<sup>th</sup> February 2024**

### Procedure

Time	Activities and instructions	Materials	Observations and comments
<b>5 min</b>	Greeting students, filling in the register, allowing latecomers, and introducing the new unit.		
<b>5 min</b>	Students revise vocabulary learned in the previous lesson: teacher throws a ball and says	Ball	The students enjoyed the activity; however, many did not recall the words, suggesting

	a word in Russian/Estonian, students reply with the English equivalent.		they had not learned them thoroughly. Additionally, some students remarked that they were given more challenging words than others.
<b>5 min</b>	Students match the activity-related word collocations, then listen and check their answers.	Student's book p 41, Vocabulary	The students performed the exercise proficiently. While they did not exhibit much enthusiasm, they successfully completed the task.
<b>10 min</b>	Students revise making questions with DO/DOES by filling in the gaps in the sentences. They do it in teams. Two representatives from each team have buzzers. The one who knows the answer, presses and responds. If they are correct their team receives a point.	PP presentation, buzzers	The students found the task enjoyable; however, it posed challenges at times, particularly when they argued over who pressed the buzzer first in cases of nearly simultaneous actions. Additionally, some students found the topic too easy, while others found it too challenging. Nevertheless, the game afforded me the chance to review the material in a fun manner. However, the activity exceeded the planned duration.
<b>5 min</b>	Students complete a grammar exercise with Wh-question words, where they have to choose the right answer.	Student's book p 41, Grammar	Similar to the previous activity, some students found the material too easy, while others were confused about which WH-questions they were expected to use. Additionally, some students showed reluctance to complete the

			exercise properly and provided random answers.
<b>10 min</b>	Students talk in pairs, ask & answer about activities, and use wh-questions.	Student's book p 41, Speaking	The student displayed reluctance to speak and required considerable encouragement. They frequently reverted to Russian during the conversation.
<b>5 min</b>	Students complete grammar exercises in their workbook and finalise them at home.	Workbook, p 34	Assigned for homework

**Conclusive remarks:**

The students remained mostly quiet throughout the lesson, displaying limited enthusiasm. However, they became more engaged and animated during the buzzer game.

**Grade: 7****Date: 8<sup>th</sup> January 2024****Procedure**

<b>Time</b>	<b>Activities and instructions</b>	<b>Materials</b>	<b>Observations and comments</b>
<b>5 min</b>	Greeting students, filling in the register, allowing latecomers, and introducing the new unit.		
<b>5 min</b>	Students revise vocabulary learned in the previous lesson: The teacher throws a ball and says a word in Russian/Estonian, and students reply with the English equivalent.	Ball	The students quite enjoyed the activity. Some students were unable to recall the vocabulary; however, the majority remembered most of the words.
<b>5 min</b>	Students match the activity-related word collocations, then listen and check their answers.	Student's book p 41, Vocabulary	Part of the students completed the activity quite well, while the others were reluctant to participate and mainly chatted in Russian.
<b>10 min</b>	Students revise making questions with DO/DOES by filling in the gaps in the sentences.	PP presentation	For some students, the material was relatively easy, prompting them to answer the questions promptly. However, others were quite confused. Additionally, some of the stronger students made inappropriate comments about their peers, leading to an escalation in noise levels.
<b>5 min</b>	Students complete a grammar exercise with Wh-question words, where they	Student's book p 41, Grammar	Some students answered randomly, but the majority grasped the topic well.

	have to choose the right answer.		However, while answering, some students continued to make disrespectful comments about others or laughed if they answered incorrectly.
<b>10 min</b>	Students talk in pairs, ask & answer about activities, and use wh-questions.	Student's book p 41, Speaking	Most of the students did not speak in English; instead, they chatted in Russian. As a result, I discontinued the activities and allowed students to complete the exercises in their workbooks.
<b>5 min</b>	Students complete grammar exercises in their workbook and finalise them at home.	Workbook, p 34	The students somewhat calmed down when completing writing exercises. However, some continued to chat in Russian and neglected the task. Furthermore, others complained that they had to do too much or found the activity boring.

**Conclusive remarks:**

The students were noisy during the lesson and frequently chatted in Russian. They responded positively to the activity involving a PowerPoint presentation, but it contributed to the increased noise levels. The subsequent writing activity helped quiet them down to some extent, although many expressed reluctance while participating.

## Appendix 5: 1st cycle, Lesson 1

### Introduction to Unit 4 and lesson 4a

**Length: 45 min**

#### Objectives (students)

*By the end of the lesson the students will have:*

- *revised the vocabulary related to places in a town*
- *practised bedroom related vocabulary*
- *practised basic prepositions of place*
- *read for gist and detail*
- *had a conversation about presents*

#### Teacher's aims

*I will be working on trying out animation tools (Keynote presentation, online quiz on Wordwall.net) and observing students' level of engagement and comprehension of the material.*

#### Topic/ context

- *Hiding a present in a bedroom*

#### Language skills

- *Reading for gist and detail*
- *Speaking*
- *Writing (comprehension exercises, gap fill, choosing the correct option)*

#### Language systems

- *Prepositions of place*
- *There is/there are*

#### Specific target sentences/ vocabulary/ functional exponents, pronunciation areas

- *Under the bed, on the shelf, etc.*
- *Furniture*

#### Materials

- *Computer, smart board*
- *Keynote presentation*
- *Portal to English 1: student book and workbook*
- *Bedroom items online quiz: <https://wordwall.net/resource/13926033/bedroom-objects>*

#### **Grade: 6**

**Date: 21<sup>st</sup> February 2024**

**Procedure**

<b>Time</b>	<b>Activities and instructions</b>	<b>Materials</b>	<b>Observation and comments</b>
<b>5 min</b>	Greeting students, filling in the register, allowing latecomers, and introducing the new unit.	Computer, smart board, presentation slide 1	
<b>3 min</b>	Students discuss in pairs: What's your house/flat like? Do you live in a small town or a city? Then students are displayed places in the city one by one and they need to label them. The first letter of the place as well as the number of letters in a word are provided.	Computer, smart board, presentation slide 2	The students were quite reluctant to engage in conversation with each other. I had to ask them individually.
<b>2 min</b>	The teacher elicits the aims of the lesson from the students by showing them the next pictures as well as referring to what they have previously discussed.	Computer, smart board, presentation slide 3	The students explained the lesson's aims in Russian. They were focused on the presentations.

<b>5 min</b>	Students match the items of the bedroom.	Online exercise on the Wordwall.net	The students managed the exercise quite well. They answered in turns.
<b>5 min</b>	Students practise this vocabulary as well as some additional ones on the presentation by labelling the objects.	Computer, smart board, presentation slide 5	Students were focused on the task, stronger students always wanted to answer, so I had to stop them and encourage the weaker ones.
<b>5 min</b>	Students label prepositions of place in the presentation.	Computer, smart board, presentation slide 6	The students answered well and appeared interested. Additionally, they paid attention to one of the posters on the wall depicting prepositions and referred to it while answering.
<b>5 min</b>	Students complete a grammar exercise in their student books, where they have to choose the right option amongst 2 prepositions of place. Then compare their answers with their peers.	Student book, p 48 Grammar exercise.	The students answered well and appeared interested. Additionally, they paid attention to one of the posters on the wall depicting prepositions and referred to it while answering.

<b>7 min</b>	Students scan the text and answer the questions displayed on the presentation. Then they are displayed some pictures and need to read the text and find the words that match the pictures.	Computer, smart board, presentation slide 7, student book pp 48 – 49 <i>A surprise for mum!</i> reading task.	The students were on task and answered the questions. The strong students liked that they had to figure out which words meant what was displayed in the pictures. For the weaker students it was too difficult a task, however.
<b>3 min</b>	Students complete a reading comprehension exercise in their student books, where they need to correct the sentences.	Student book p 49	Some students managed this task quite quickly, for others it took time. They helped each other and worked well in a team.
<b>2 min</b>	Students discuss in pairs if they give presents, and which presents they like to give and receive.	Computer, smart board, presentation slide 8	The students were reluctant to complete the task, so I had to ask them individually. They answered just in short sentences.
<b>3 min</b>	Students begin working on the vocabulary exercises during class and finalise any unfinished ones at home.	Workbook, p 40	The students managed to complete some parts of the exercises; the remainder was assigned for homework.

**Conclusive remarks:**

The students enjoyed the online quiz, and the presentation kept them focused. However, when it came to having a conversation, they were not engaged.

**Grade 7****Date: 6 February 2024****Procedure**

<b>Time</b>	<b>Activities and instructions</b>	<b>Materials</b>	<b>Observation and comments</b>
<b>5 min</b>	Greeting students, filling in the register, allowing latecomers, and introducing the new unit.	Computer, smart board, presentation slide 1	Some students were late, so their arrival created some noise and it took time to calm them down.
<b>3 min</b>	Students discuss in pairs: What's your house/flat like? Do you live in a small town or a city? Then students are displayed places in the city one by one and they need to label them. The first letter of the place as well as the number of letters in a word are provided.	Computer, smart board, presentation slide 2	The students were quite reluctant to engage in conversation. However, it seemed that the fact that the questions appeared one at a time worked better for them. Additionally, the pictures appearing on the screen caught their attention, as they were watching what was appearing on the screen.

<b>2 min</b>	The teacher elicits the aims of the lesson from the students by showing them the next pictures and referring to what they have previously discussed.	Computer, smart board, presentation slide 3	The students were explaining the lesson objectives in Russian. One of the students was excited about learning about rooms and furniture in this unit. Some students were chatting and paid little attention to the lesson, one of the students was drawing.
<b>5 min</b>	Students match the items of the bedroom.	Online exercise on the Wordwall.net	Part of the students seemed to enjoy the task, were focused, and eager to answer. I also assigned some students to match the items on the smart board, which they seemed to like, but it created further noise in class. At times, they attempted to shout over each other in order to answer. It was noisy during this phase, some students behaved disruptively.
<b>5 min</b>	Students practise this vocabulary as well as some additional ones on the presentation by labelling the objects.	Computer, smart board, presentation slide 5	Students were focused on the task and intrigued by the pictures. However, the level of noise increased.

<b>5 min</b>	Students label prepositions of place in the presentation.	Computer, smart board, presentation slide 6	The students seemed already tired when they were on this slide. They completed it quite well, however. The majority were focused.
<b>5 min</b>	Students complete a grammar exercise in their student books, where they have to choose the right option amongst 2 prepositions of place. Then compare their answers with their peers.	Student book, p 48 Grammar exercise.	The previous exercise seemed to have helped the students complete the task. They did it quite well. However, some students were chatting in Russian and did not do anything.
<b>7 min</b>	Students scan the text and answer the questions displayed on the presentation. Then, they are displayed some pictures and need to read the text and find the words that match the pictures.	Computer, smart board, presentation slide 7, student book pp 48 – 49 <i>A surprise for mum!</i> reading task.	The students were reluctant to complete the task. It was obvious that some of them were not reading. Finding the words appeared difficult for them. They simply tried to assign a direct meaning to the pictures, for example, instead of finding the word 'full' for the picture of a full mug, they were saying 'cup' or 'tea'

<b>3 min</b>	Students complete a reading comprehension exercise in their student books, where they need to correct the sentences.	Student book p 49	It took the students longer than planned to complete the task as they couldn't understand the instructions, and I had to explain individually to some of them.
<b>2 min</b>	Students discuss in pairs if they give presents, and which presents they like to give and receive.	Computer, smart board, presentation slide 8	Skipped as there wasn't any time left to complete the task.
<b>3 min</b>	Students begin working on the vocabulary exercises during class and finalise any unfinished ones at home.	Workbook, p 40	The students had a minute to begin the exercises and were then assigned to complete the rest at home.

**Conclusive remarks:**

The presentation somehow kept the students interested and focused. However, when it came to slightly more difficult tasks that required effort, they did not manage to complete them. Additionally, the students appeared fatigued at certain junctures by repetitive exercises involving matching pictures with labels in the presentation. They appeared to derive enjoyment from labelling pictures and found the online quiz engaging; however, I think it is better to refrain from calling on students to answer at the board, as it led to excessive disruptions.

## Appendix 6: 2nd cycle, Lesson 6

### Amusement park, must/mustn't

**Length: 45 min**

#### Objectives (students)

*By the end of the lesson the students will have*

- *Practised an amusement park-related vocabulary and food they can buy there*
- *Practised the use of MUST and MUSTN'T*

#### Teacher's aims

*I will be working on trying out animation tools (Keynote presentation, video quiz) and observing students' level of engagement and comprehension of the material.*

#### Topic/ context

- *Amusement park*
- *Rules*

#### Language skills

- *Writing: grammar exercises, gap fill*
- *Speaking: asking and answering questions in pairs/groups*
- *Listening: dialogues*

#### Language systems

- *Must/mustn't*

#### Specific target sentences/ vocabulary/ functional exponents, pronunciation areas

- *You must study/you mustn't take pictures*
- *Roller coaster, ferries wheel, etc.*
- *Candyfloss, soft drinks, etc.*

#### Materials

- *Computer, smartboard, whiteboard and markers*
- *Portal to English 1 student's book and workbook*
- *Ball*
- *Keynote presentation: [https://www.icloud.com/keynote/050cmMj6ZGwcyCct\\_bhLl6\\_A#Amusement\\_park%2C\\_lesson\\_4D\\_PE1](https://www.icloud.com/keynote/050cmMj6ZGwcyCct_bhLl6_A#Amusement_park%2C_lesson_4D_PE1)*

**Grade: 6****Date: 14 March 2024****Procedure**

<b>Time</b>	<b>Activities and instructions</b>	<b>Materials</b>	<b>Observations and comments</b>
<b>5 min</b>	Greeting students, filling in the register, allowing latecomers, and introducing the new unit.		Some students arrived slightly late, which delayed the start of the lesson.
<b>3 min</b>	The teacher throws a ball and says a word from the previous lesson in Russian or Estonian. Students then throw the ball back and say the word in English.	Ball	The students appeared reluctant and struggled to recall many words. Only two students, the strongest in the group, were eager to answer.
<b>2-3 min</b>	Students ask and answer questions about an amusement park.	Keynote presentation, slide 2	The students lacked enthusiasm for conversing with each other, so I addressed them individually. I had to explain some questions in Russian.
<b>5 min</b>	Students are shown pictures of the vocabulary related to an amusement park and are elicited the vocabulary.	Keynote presentation, slides 3 – 9	The students remained focused on the task, showing attentive behaviour and making efforts to answer. Some vocabulary was familiar to them, or they could deduce it with the help of prompts.
<b>5 min</b>	Students complete a listening exercise where they have to	Student's book p 54, listening 1	The students were highly attentive during the listening

	match dialogues with the corresponding pictures.		activity and completed it promptly.
<b>5 min</b>	Students listen to a dialogue and choose the correct answer. Then, if needed, they listen again and answer what children mustn't do in the amusement park.	Student's book p 55, listening 2; Keynote presentation, slide 11	The students worked diligently on the exercise. They reacted to the picture on the slide of a sick emoticon with laughter.
<b>3 min</b>	The teacher discusses with the students the meaning and rules of <i>must</i> & <i>mustn't</i> . The students are reminded of some phrases from the dialogues, and from them, they have to draw a conclusion about the meanings of the words "must" and "mustn't."	Student's book p 55, grammar	Some students were on task and managed to grasp the rules of "must" and "mustn't". However, a couple of students were struggling. One student expressed reluctance to participate by lying down on the desk.
<b>5 min</b>	Students complete a grammar exercise where they fill the gaps with <i>must</i> or <i>mustn't</i> .	Student's book p 55, ex A.	There were some mistakes made in the question exercises, but overall, the students performed well and remained engaged.
<b>5 min</b>	Pronunciation drill of <i>must</i> and <i>mustn't</i> , students read and underline silent letters in words: listen, know, etc.	Student's book p 55, ex pronunciation A & B.	The students were hesitant to engage in pronunciation drills. Only a few students, who are stronger and more motivated than others, completed them with enthusiasm.
<b>2-5 min</b>	Students start working on vocabulary and grammar exercises, any unfinished ones they finalise at home.	Workbook p 47, ex A, B & C.	Just had time to explain what to do at home.

**Conclusive remarks:**

The tasks with the pictures, where the students had to label them, were engaging. The students looked interested and some were eager to answer. The majority were reluctant, however, to participate in speaking and pronunciation drill exercises. There were no obvious behavioural issues, just some passivity was observed.

**Grade: 7****Date: 20 February 2024****Procedure**

<b>Time</b>	<b>Activities and instructions</b>	<b>Materials</b>	<b>Observations and comments</b>
<b>5 min</b>	Greeting students, filling in the register, allowing latecomers, and introducing the new unit.		
<b>3 min</b>	The teacher throws a ball and says a word from the previous lesson in Russian or Estonian. Students then throw the ball back and say the word in English.	Ball	The exercise went well, as the students recalled the vocabulary from the previous lessons and were able to answer.
<b>2-3 min</b>	Students ask and answer questions about an amusement park.	Keynote presentation, slide 2	Some students did the exercise well, while others were chatting in Russian and only participated when I was around. They are usually quite reluctant to engage in speaking exercises with each other. The approach of having them answer one question at a time seemed to work, as they had to report after every question and did not have much time to switch into disruptive behaviour.
<b>5 min</b>	Students are shown pictures of the vocabulary related to an amusement park and are elicited the vocabulary.	Keynote presentation, slides 3 – 9	The students were on task and seemed to like the pictures; however, some made inappropriate comments or laughed loudly at times.

<b>5 min</b>	Students complete a listening exercise where they have to match dialogues with the corresponding pictures.	Student's book p 54, listening 1	I had to play the listening track three times, as during the first listening, some students were noisy and disturbed others.
<b>5 min</b>	Students listen to a dialogue and choose the correct answer. Then, if needed, they listen again and answer what children mustn't do in the amusement park.	Student's book p 55, listening 2; Keynote presentation, slide 11	During this exercise, some of the students were still noisy, so I had to replay it. The students who did their best to listen to the dialogue managed to answer the questions. The instructions on the slide seemed to catch students' attention, I didn't need to explain it again.
<b>3 min</b>	The teacher discusses with the students the meaning and rules of <i>must</i> & <i>mustn't</i> .	Student's book p 55, grammar	The students were reminded of some phrases from the dialogues, and from them, they had to draw a conclusion about the meanings of the words "must" and "mustn't." Some already knew these words. Those who were familiar with them were able to explain how these words are used in negatives and questions.
<b>5 min</b>	Students complete a grammar exercise where they fill the gaps with <i>must</i> or <i>mustn't</i> .	Student's book p 55, ex A.	The exercise was relatively easy for the students; they completed it promptly and didn't make many mistakes. However, some mistakes were made in question sentences.
<b>5 min</b>	Pronunciation drill of <i>must</i> and <i>mustn't</i> , students read and underline silent letters	Student's book p 55, ex pronunciation A & B.	Skipped this exercise, as there was very little time left.

	in words: listen, know, etc.		
<b>2-5 min</b>	Students start working on vocabulary and grammar exercises, any unfinished ones they finalise at home.	Workbook p 47, ex A, B & C.	Just had time to explain what to do at home.

**Conclusive remarks:**

The exercise, where students had to guess the word based on the picture, went quite well. It reiterated that students enjoyed tasks that were relatively easy for them compared to those requiring more mental effort. Additionally, the presentation with a variety of changing pictures kept them focused, which differed from their engagement levels when working on exercises from the textbooks.

## **RESÜMEE**

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

**Anna Krainjukova**

**USING DIGITAL ANIMATION WITH STUDENTS WHO HAVE LOW  
MOTIVATION AND LANGUAGE SKILLS: ACTION RESEARCH**

**DIGITAALSE ANIMATSIOONI KASUTAMINE ÕPILASTEGA, KELLEL NAPIB  
MOTIVATSIOONI JA KEELEOSKUST: TEGEVUSUURING**

Magistritöö

2024

Lehekülgede arv: 109

### **Annotatsioon:**

Magistritöö eesmärk on uurida, kas ja kuidas digitaalse animatsiooni kasutamine võib mõjutada õpelaste motivatsiooni inglise keele õppimiseks ning parandada käitumist tundides, kus õpilasi iseloomustavad madal õpimotivatsioon, piiratud inglise keele oskus ja sagedased käitumisprobleemid.

Töö esimeses peatükis on antud ülevaade kirjandusest, mis uurib erinevaid motivatsiooni tüüpe ja selle komponente koos erinevate meetoditega, mida nende mõõtmiseks kasutatakse. Lisaks arutleb see peatükk, kuidas digitaalne animatsioon mõjutab õppimist üldiselt, keskendudes konkreetsemalt inglise keele õppimisele, ning uurib selle potentsiaalseid mõjusid õpilaste motivatsioonile.

Teises peatükis kirjeldatakse uurimismeetodit, mis põhineb tegevusuuringul, hõlmates kahte tsüklit eksperimentaaltunde, kus kasutatakse digitaalset animatsiooni: videod, online viktoriinid ja presentatsioonid animatsiooni efektidega. Lisaks kirjeldatakse selles peatükis küsitluse struktuuri ja sisu, mida uurimise käigus kasutati, tundidesse integreeritud animatsioonide tüüpe ning vaatlusmeetodeid, mis võimaldasid hinnata õpilaste kaasatust ja käitumist.

Kolmandas peatükis analüüsitakse ja esitletakse tundide vaatluse ja motivatsiooni küsitluse tulemusi. See peatükk pakub ülevaadet digitaalse animatsiooni mõjust õpilaste motivatsioonile ja käitumisele inglise keele õppimise kontekstis.

Antud magistritöö tulemused näitasid, et digitaalse animatsiooni kasutamine haarab õpilaste tähelepanu ja soodustab kaasahaarava õhkkonna loomist klassis, kuid see sõltub sellest, millist tegevust kasutatakse ja kuidas seda rakendatakse. Motivatsiooniküsimustiku tulemused enne ja pärast eksperimentaalseid klassitunde näitasid tõusutrendi autonoomses

motivatsioonis (inimese käitumine on määratletud tema huvidega, naudingutega või sisemise väärtustega), aga samuti oli tõus pealesurutud motivatsioonis (inimese käitumine on määratletud reeglitega ja ümbritsevate inimeste heakskiiduga).

Märksõnad: digitaalne animatsioon, motivatsioon, kaasatus, kaasahaaratus, inglise keele didaktika, klassi käitumise juhtimine, probleemne käitumine

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Anna Krainjukova

Tartus, 14.05.2024

**Autorsuse kinnitus**

Kinnitan, et olen koostanud käesoleva magistritöö ise ning toonud korrektselt välja teiste autorite panuse. Töö on koostatud lähtudes Tartu Ülikooli maailma keelte ja kultuuride instituut anglistika osakonna magistritöö nõuetest ning on kooskõlas heade akadeemiliste tavadega.

Anna Krainjukova

Tartus, 14.05.2024

**Lõputöö on lubatud kaitsmisele.**

Ülle Türk

Tartus, 14.05.2024