URN etd-0407109-183712-992
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Statistics This thesis had been viewed 41 times. Download 0 times.
Department
Year 2003
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title A Study on the Effects of Visual Images on Learners' Comprehension and Creativity
Date of Defense 0000-00-00
Page Count 227

Keyword
Visual Image
Comprehension
Brainstorming
Creative Thinking
Creativity

Abstract
This study aims to investigate how visual images influence learners' learning comprehension and creativity. In this study, a 12-week teaching experiment was conducted for the observation of learning performances on 10 EFL collage students. Every English class in the teaching experiment contained both reading comprehension activity and brainstorming activity; the former one adopted comprehension questions and story retelling to examine the students for what they had just learned while the latter one provided creative questions to prompt students' creative thinking. Classes in the experiment were divided into visual-aided and non visual-aided ones. In visual-aided classes, selected visual images were adopted to guide the comprehension and brainstorming while non visual-aided classes were provided text-only materials. Students' learning performance on reading comprehension and creative thinking in these two kinds of classes were cross examined and analyzed. The results can be referred as references and suggestions for teachers and EFL reading designers in the selection of visual images and imagery teaching.

The research applied qualitative methods to collect data, including classroom observation, students' written data, interviews and questionnaire survey. After the analysis, the research indicates that for learners' comprehension: (a) visual images help comprehend the vocabulary, phrases and the main ideas of the learning materials. (b) Visual images promote effort-saving approach to quickly obtain the main learning messages. (c) Visual images guide learners to get additional messages and enrich their description for the learning materials. (d) Visual images could hamper learners' comprehension if not properly designed. As for learner's creativity: (a) Visual images promote better prior knowledge association for idea generation. (b) Visual images help elicit more imaginative ideas.

Advisory Committee Woody, Wu - advisor

Files No Any Full Text File.
Date of Submission 2004-08-25