

# The static image as compared to animation in written comprehension and vocabulary acquisition

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## Abstract

**Introduction.** This article sets out to revise some previous experiences that, to some extent, integrate the use of multimedia in teaching/learning a non-native language. Taking this background into account, we will analyse the characteristics, differences and effects of static graphics and animations on these processes, concluding with an experiment carried out with 4<sup>th</sup> year *ESO* Students (fourth year of Compulsory Secondary Education) in Spain, part of a PhD Dissertation by J.P. Martín (2006): “Vocabulary learning and CALL: experimental and comparative analysis between traditional and multimedia activities in EFL teaching”.

**Method.** Design of printed and multimedia activities to be used for an experiment with 4<sup>th</sup> year *ESO* students, follow-up tests and interviews in order to obtain data on vocabulary acquisition and retention in EFL.

**Results.** Coherent, controlled use of animations in multimedia activities is superior to static images, under the same conditions.

**Conclusion.** Although results obtained in this research have demonstrated the validity of previous theoretical and practical studies, adapted to Spanish 4<sup>th</sup> year *ESO* students, further results are needed in order to provide universal data. This is the main reason why a collaborative research project is being carried out by the UNED and *Alonso de Orozco* School (Oropesa, Toledo) during two school years. Its main goal is to attain other significant conclusions about the use of different types of data and their effect on vocabulary acquisition and retention, motivation, reading comprehension and integration of students with special educational needs.

**Keywords:** *vocabulary, CALL, multimedia, ICT, static image, animation, reading comprehension.*

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