



Research Article

Efficacy of the Uses of Hypermedia: Photography and Auto Photography in English Language Teaching on the Performance of English Language Writing Skill

Mohideen Bawa Nowzath

Department of English, Sri Lanka Institute of Advanced Technological Education;
nowzathmf@gmail.com

Copyright © 2025 by Authors, Published by **Demagogi: Journal of Social Sciences, Economics and Education**. This is an open access article under the CC BY License <https://creativecommons.org/licenses/by/4.0/>

Received : January 25, 2025

Revised : February 28, 2025

Accepted : March 29, 2025

Available online : May 04, 2025

How to Cite: Mohideen Bawa Nowzath. (2025). Efficacy of the Uses of Hypermedia: Photography and Auto Photography in English Language Teaching on the Performance of English Language Writing Skill . *Demagogi: Journal of Social Sciences, Economics and Education*, 3(2), 107-115. <https://doi.org/10.61166/demagogi.v3i2.89>

Abstract. The application of hypermedia-based photography and auto photography learning; basically refers to facilitate the learning process through the control of visuals, images: practice of taking and processing photographs, animation, sound and other multimedia information with the assistance of hypertext, aligned to selected learning strategies shows a major role in the performance of the students. This research was conducted to find the relationship between the hypermedia-based learning of photography and auto photography under selected categories in the HNDE syllabus with proper learning strategies: tasks and schedules in word platform with photography and auto photography method and the performance in the English language writing skill in HNDE course of ATI –

Sammanthurai of SLIATE as there were no any previous research studies done in this area of the academic field. Ninety students from HNDE – class – first year - A were taken as experimental group and ninety students from class - first year - B were taken as controlled group. A pre-test was conducted for both the groups to find out the previous knowledge of the students in the groups in order to compare them and the mean differences were found to be negligible for both the groups from the pre-test. Later, the experimental group was used in the classroom to pursue hypermedia-based photography and auto photography learning based on selected learning strategies for six months with sixty hours learning while the controlled group was generally taught without the use of hypermedia-based photography and auto photography learning. After six months a post-test was conducted for both the groups. When the post-test was conducted the mean (-0.091) was slightly improved for the group - B than the pre-test, and the mean (-2.871) was considerably improved for the group - A in the post-test. Thus, it is found that there is a positive relationship between the hyper-media based photography and auto photography learning using selected learning strategies and the performance in the English language writing skill. The research findings imply that hyper-media based photography and auto photography learning improves English language writing skill of the learners.

Keywords: Hypermedia, Photography, Auto Photography, Writing Skill, Word Platform.

INTRODUCTION

The students' performance in English language writing through hypermedia-based photography and auto photography learning with proper learning strategies is a topic in today's higher education. Hypermedia is an incorporation of numerous types of media messages into teaching and learning process. Moreover, hypermedia is typical of innovation of information presentation and writing. Hypermedia permits learners to positively incorporate fresh knowledge into their original knowledge bases so that learners become decision makers in information processing with their syllabus contents (Bruck, 2009).

It is found that poor involvement in hypermedia-based photography and auto photography learning without proper learning strategies is seen as one of the reasons for failure in the performance in the English language writing skill in academic courses (Mason, 2013). During the last decade, studies that investigated the relationship between hypermedia-based photography and auto photography learning and the performance in the English language writing skill concluded that a positive correlation exists between these two variables (Wishon, 2019), but there are no research studies in the context of the higher education at Sri Lanka Institute of Advanced Technological Education - SLIATE. As per the gap, along with the direct investigation, this study aims at looking into the effect of the hypermedia-based photography and auto photography learning with selected learning strategies in the performance in the English language writing skill using data collected from Higher National Diploma in English course at ATI - Advanced Technological Institute – Sammanthurai in SLIATE under the Ministry of Education in Sri Lanka.

The hypermedia-based photography and auto photography learning; mainly mentions to enable the learning practice through the control of graphics, images, and animation, sound, and other multimedia information with the assistance of hypertext, was comprehended as one of the greatest central resources of communication in our society after the arrival of the internet. The learners of English

as the Foreign Language can gain various information regarding legal vocabularies, creative sentences, aesthetic thoughts, daily writing structure of sentences and so on from the hypermedia-based photography and auto photography. Learners are informed by the hypermedia-based photography and auto photography what is going on around them and neighbourhood with taste of works. And also, hypermedia-based photography and auto photography opened ways to learners' lives with many thoughtful supports, exploration and valued articles on diverse themes worldwide. It is found that learners cannot absorb much about diversity, possible scenarios and evidence on tragedies without a hypermedia-based photography and auto photography (Wishon, 2019; Hogue, 2007).

LITERATURE REVIEW

Armstrong (2005) examines the relationship between the uses of coloured photographs captured by the syllabus students and their uses for autobiographical writings with what is taking places in persons by means of 29 photos from the given environment. The study finds that familiarizing pictorial items in an English language class with the usage of images, with multimodal writings in the teaching-learning process from writings of sentences and enquiring students to assess this kind of writings positively link the activities completed in the classroom to mature their language skills in writing with what is taking place in people as per the day today vocabularies for images in the photos as per the method.

Jones (2004) assesses the relationship between the hypermedia-base authentic photos of professional language simulations and the performance of the students of the English language classes with transcript reality, task truthfulness, instructive genuineness and learner validity among the students in the particular classes with the usage of assessment system with appraisal. This study finds that there is a positive relationship between the authentic photos of professional language simulations and the performance of the students of the English language classes with transcript reality, task truthfulness, instructive genuineness and learner validity among the students in the particular classes.

Brown (2005) states that integrating photography and auto photography into a foreign language education programme is a significant foundation for reflecting the sociolinguistic features of the target language and photography and auto photography in English Language Teaching lessons support prospective teachers to increase their characters while educating them as whole persons as well as its educational suitability, it also supports personality development of the learners. Further, he examines that using photography and auto photography in English Language Teaching with hypermedia classes is measured to be a vastly encouraging material for learners and present photography and auto photography also supports this in that literature exposes students to complex themes and unforeseen uses of language.

Noland (2006) empirically states that training of photography and auto-photography with technology such as blogs and hypermedia with hypertexts to students commences with an outline and the alertness of methods and utilities of the language in the writing texts and this supports generate strong paths to familiarise to students simple aesthetic structures in the writings and to reflect their parts. Lastly

the linguistic ways recognised through language-based and stylistic methods may be used to advance focused reading which can enhance the quality of writing.

Ziller (1981) examines how photography and auto photography and photography and auto photography-related connections through hypermedia might increase English language writing at middle school and high-school level and he suggests that an attention on the attractiveness of the words of the target language and on their student-directed practice in non-grammatical as well as in grammatical settings, can support significant and appropriate written communication of personal meanings, in addition to aiming on specific features of construction and syntax. Further he states that a great depth of authentic look can be originated in writing scripts, which say the hopes and fears of performers who are often seen as role-models by secondary students writing needs.

Writing is often used in combination and to describe the relevant fact which is called as "If the paragraph is predominantly developed by description" (Wishon, 2019, P.167). Murat and Brown (2005), note that in description, the writer uses the readers' imagination in order to "visualize a sense or a person or to understand a sensation or an emotion ", as the primary purpose is to describe a person, place or things in such vivid details that the aforesaid goal would be accomplished (Wishon, 2019; Hogue, 2007).

Moreover, it is identified that the students still face the issues in writing, particularly in writing a paragraph. It becomes difficult for the learners to understand the format, because this context is used in schools. According to the opinion of Hogue (2007), he defines that the students' paragraph writing weakens due to poor topic sentences, poor supporting sentences and poor contents. Meanwhile the greatest number of students becomes lethargy to support writing. Also, students have negative thoughts and opinion towards writing.

To overcome these problems, it is necessary to follow current trends in writing, to apply innovations within the classroom, to create writing environments wherever students will write freely exploiting their imagination, and to modify students to accumulate writing skills that they will use throughout their lives (Murat, 2005). In this context, to overcome the problem, photography and auto photography composition becomes a valid resource for developing the writing skills among students.

Picture description is a piece of writing in which words are arranged beautifully and rhythmically (Noland, 2006). In particular, Murat (2005) described picture as a writing text which presents the writer's experiences, thoughts and feelings through a self-referential use of language that generates a new understanding of the text for the reader and writer. Simply defined, picture description is a creative literacy writing that arranged beautifully and rhythmically to express experiences, thought and feelings. Writing pictures itself is a creative and reflective writing approach (Lewis, 1981). When incorporating in language classrooms, poems could offer opportunities for students to project their feelings and emotions, thus fostering personal involvement in learners since it deals with universal themes and human concerns (Rockwell, 2007).

Oshima (2011) proposed some teaching methods such as picture description and role play. Those experts agree that learning photography and auto photography via technology based teaching brings good benefits for students and it was practically done. It means that students' competence for their language acquisition can be gained from learning photography and auto photography. Jones (2004) connected learning photography and auto photography with students' learning style expansion. Armstrong (2005) pointed out that photography and auto photography conveys a considerable proportion of its feeling through the regular arrangement and sound of words.

It states that studies have investigated the relationship between hyper-media based learning of photography and auto photography and the performance in the English language writing skill reaching to the conclusion that there exists a positive correlation between these two variables. Hypermedia shows a vital part in the field of education, which essentially denotes to ease the learning process through the control of graphics, images, animation, sound and other multimedia information with the support of hypertext. Hypermedia is a combination of many types of media messages into teaching and learning process. Moreover, hypermedia is typical of innovation of information presentation and writing. Hypermedia permits learners to positively incorporate fresh knowledge into their original knowledge bases so that learners become decision makers in information processing with their syllabus contents. In this line of argument the hypermedia can be effectively used for the development of writing skill of students in higher educational institutions too.

METHODOLOGY

The aim of the research was to identify the relationship between the hypermedia-based photography and auto photography learning with selected learning strategies: tasks and schedules in word platform with photography and auto photography method and the performance in the English language writing skill. Two groups of students were randomly taken from HNDE course with the targeted subject writing skill from the Advanced Technological Institute - Sammanthurai under SLIATE under the Ministry of Education. 90 students from Higher National Diploma in English – class - A were taken as the experimental group and 90 sample students from Higher National Diploma in English – class - B were taken as the controlled group.

A pre-test was conducted for both the groups in writing skill and the mean differences were tested. Later, the experimental group was instructed to pursue hypermedia-based photography and auto photography learning on learning strategies such as Word Platform: a digitalized corner to show the parts of speech from the syllabus and Photo Method: a digitalized screen to show sentence types from the syllabus for six months with sixty hours learning practices and the classes for the controlled group were conducted with usual leaning practices. After six months a post-test was conducted for both the groups in English language writing skill with the same questions in paragraph writing the data were statistically analysed for comparison of any changes as a result of the introduction of hyper-media into teaching and learning activities..

Hypothesis

In order to accomplish the aim of this research the following hypotheses were developed.

H₀: There is no impact of hyper-media based learning of photography and auto photography with learning strategies on the performance in the English language writing skill.

H₁: There is an impact of hyper-media based learning of photography and auto photography with learning strategies on the performance in the English language writing skill.

RESULTS AND DISCUSSION

The data analysis and findings bring out the representation of data which were collected through pre and post-test for both groups. In this analysis, significant p value and mean difference were mainly considered with the support of Statistic Package for Social Science – version 23.

At this point, from the pre-test, the Table 1 below shows that mean value of the marks of group A was 10.1718 with the standard deviation of 2.02613 and group B took the mean of the marks as 11.2331 with the standard deviation of 3.22022. The mean-difference between Group A and B is -0.844 in the independent sample test. The t statistics is -1.122 and associated p value was as 0.064. It means that the value is more than 0.05 and, therefore the null hypotheses H₀ is not rejected and it shows that the mean differences (- 0.84444) were found as to be negligible between both the groups.

Table 1: Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean				
Pre-test	A	90	10.1718	2.02613	.21706				
	B	90	11.2331	3.22022	.32996				
Independent Samples Test (Pre-Test)									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	13.28	.000	-1.122	178	.064	-.844	.3949	-1.6238	-.0650
Equal variances not assumed			-1.138	154	.064	-.844	.3949	-1.6246	-.0642

The Table 2 below shows paired sample t test of group – B (pre and post). The mean of the marks is as 11.3241 with the standard deviation of 3.13863 in the post-test. The mean of the marks is as 11.2334 with the standard deviation of 3.13143 in the Pre-test. The mean deference between pre and post-test of groups B is - 0.0908 and standard deviation is 3.6338 in the paired sample t test. The t statistics is -0.203 and associated p value was as 0.840. It means that it is more than 0.05 and, therefore the null hypotheses is not rejected and it shows that the mean differences were found as to be negligible between both the test and expound as there is no considerable improvement in the performance.

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean			
group – B	PreTest	11.2334	90	3.13143	.32996			
	PostTest	11.3241	90	3.13863	.33094			
Paired Samples Test								
		Paired Differences				T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest – PostTest	-.091	3.638	.3835	-.8399	.6843	-.203	89	.840

The Table 3 below shows paired sample t test of group – A (pre and post). The mean of the marks is as 11.4668 with the standard deviation of 2.0483 in the pre-test. The mean of the marks is as 14.3376 with the standard deviation of 1.9287 in the post-test. The mean deference between pre and post-test of groups A is - 2.761 and standard deviation is 1.8733 in the paired sample t test. The t statistics is -14.585 and associated p value was as 0.000. It means that it is less than critical alpha value 0.05 at 95% confidential level. Therefore, the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted. It means that there is an impact of hypermedia-based photography and auto photography learning with learning strategies on the performance in the English language writing skill development.

Table 3: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean			
group – A	PreTest	11.4668	90	2.04830	.21706			
	PostTest	14.3376	90	1.92877	.20223			
Paired Samples Test								
		Paired Differences				t	df	

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
				Lower	Upper			
PreTest - PostTest	-2.871	1.873	.1972	-3.269	-2.4858	-14.585	89	.000

CONCLUSION

The students who continued hypermedia-based photography and auto photography learning with learning strategies, as described in the methodology section for six months with sixty hours of learning practices show a positive impact on the performance in the English language writing skill. However, the students who followed usual learning practices, described in methodology section do not show an impact on the performance in the English language writing skill.

Significance of the study

This research presents experimental evidence of the relationship of hypermedia-based photography and auto photography learning on learning strategies and the performance in the English language writing skill. The evidence presented in this research will essentially contribute to the body of existing literature, relating to research on hypermedia-based photography and auto photography learning on learning strategies and the performance in the English language writing. Further, the outcome of the research will make the learners deeply think of the usage of the hypermedia-based photography and auto photography learning in the classroom activities as it supports the learners’ thought and will bring the real experience to the learners. When the learners are aware of the usefulness of the hypermedia-based photography and auto photography learning, the receptive skills and the productive skills of the learners will increase with the inclusion of standard level of attending, accepted level of interpretation, established level of communication and recognized level of writing.

Along with the direct investigation, the establishment of a correlation between the hypermedia-based photography and auto photography learning with learning strategies and the performance in the English language writing would assist in applying different policies in terms of English language learning in Sri Lanka and it will have a broader result in updating the policy makers in the educational field.

REFERENCES

- Armstrong, K. (2005). Autophotography in adult education: Building creative for social justice and democratic education. *New Directions for Adult and Continuing Education* (107) 33-44.
- Brown, L. E. (2005). Using photography to explore hidden realities and raise crosscultural sensitivity in future teachers. *The Urban Review and Ongoing Schooling* (117) 39-47.
- Bruck, F. (2009). The contribution of autophotography for cross cultural knowledge and transfer. *European Journal Cross-cultural Competence and Management* 1(1) 77-96.
- Hogue, O. (2007). The use of clustering technique to improve the students skills in writing. *English community journal*, 35 (1), 167 - 1745.
- Jones, M. J. (2004). The effect of participation in the neighbourhood academic programme on the autobiographic self concepts of inner-city adolescents. *Journal of instructional psychology* 31(3) 188-201.
- Lewis, D. (1981). Location - Self Social and Conservational Percepts through Auto-photography. *Personality Social Psychology Bulletin* 7 (2), 344-349.
- Mason, L. (2011). Self - regulated strategy development for students with writing difficulties. *Theory into practice publications*, 50 (1), 20-27.
- Murat, H. (2005). Teaching English Through Literature with Pictures . *Journal of Language and Linguistic Studies*, Vol.1, No.1.
- Noland, M. C. (2006). Auto-photography as research practice in the education field. *Journal of research practice for education*.
- Oshima, H. (2011). Investigating the efficiency of EFL undergraduate writing skills. *Writing paragraph skills evaluations*, 63 (1), 142-145.
- Rockwell, K. (2007). What is photography as study practice in the learning arena. *American Heritage Dictionary for language education*.
- Wishon, B. (2019). Using juxtaposing pictures in improving writing skills. *Journal of Language and Literature*, 37 (1), 167 - 178- 2019.
- Ziller, R. C. (1981). Orientation - Self Social and Environmental Percepts through Auto-photography. *Personality Social Psychology Bulletin* 7 (2), 338-343.