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Nur Alyani binti Khairol Anuar
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Preface

Pioneering Educational Perspectives: Series 2025 is a collection of thought-provoking insights and research contributions exploring contemporary educational trends and practices. This eBook presents a diverse range of perspectives on innovative teaching methodologies, digital learning strategies, and transformative approaches in education. Designed to serve as a resource for educators, researchers, and practitioners, it aims to inspire meaningful discussions and advancements in the field. Through carefully curated chapters, this publication offers fresh ideas and practical solutions to enhance learning experiences in an ever-evolving educational landscape.

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SPARKLE READS TO IMPROVE PUPILS READING COMPREHENSION

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ABSTRACT

This innovation focuses on enhancing reading skills among Year 4 pupils through animated storybooks that combine visual storytelling with interactive features. Traditional reading methods often lead to disengagement and distraction in the classroom, while digital materials are preferred by students. Sparkle Reads aims to address these issues by providing an engaging, multisensory learning experience that incorporates animations, sound effects, and interactive prompts. This approach targets diverse learning styles, particularly benefiting visual and auditory learners, and supports continuous learning both in and out of the classroom. With significant market potential driven by the demand for interactive educational tools and widespread digital device usage, this innovation aligns with current educational technology trends and offers a promising solution to improve reading comprehension, retention, and student engagement. By focusing on pupils from rural areas with limited exposure to English, Sparkle Reads aims to foster a love for reading and support differentiated instruction, ultimately contributing to enhanced literacy outcomes.

KEYWORDS: Animated storybooks, Reading skills, Reading comprehension, Digital materials, Innovation

PROBLEM AND OBJECTIVE

Sparkle Reads aims to aid Year 4 pupils in developing their reading skills by offering an engaging and interactive platform that combines visual storytelling with animated features. It has been observed that traditional reading activities often bore pupils, leading to easy distractions in the classroom. Notably, pupils tend to prefer digital materials over printed texts, highlighting a need for more engaging formats in reading instruction. As Azhimia (2023) suggests, teachers need to implement creative strategies to address these challenges and motivate pupils to learn English. Therefore, the objectives of this innovation are to enhance pupils' reading comprehension skills and improve their retention of information. Additionally, animated storybooks cater to diverse learning styles, making them particularly effective for visual and auditory learners. By fostering a love for reading, promoting active participation, and supporting differentiated instruction, this approach aims to extend the scope of this area by focusing on the usage of animated storybooks to improve year 4 pupils comprehension of reading passages.

DESIGN DESCRIPTION

Kress (2010) mentioned that an animated story was a type of digital narrative that combines several media, including text, speech, music, photos, and moving visuals as cited by Hoel and Undheim (2021). Interactive features of animated storybooks could bring characters and narratives to life, making the reading experience more vivid and compelling for pupils. The movement in animated storybooks can help focus children's attention on specific details,

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improve their understanding of complex expressions, and reinforce their memory of unfamiliar words (Loh et al., 2019). Then, the target audience of the innovation is year 4 pupils from a local primary school in Bukit Mertajam, Pulau Pinang. It was a big school which was situated in a rural area and Malay pupils were the majority of the school. Pupils in rural areas did not have much exposure to English outside of the classroom.

VISUALS



Figure 1: QR code for the innovation: Sparkle Reads

Instruction:
Utilize the camera function on your smartphone or a dedicated QR code reader application to scan the QR code provided. It will direct you to the animated storybook instantly.

NOVELTY AND UNIQUENESS

Unlike traditional storybooks, Sparkle Reads incorporate interactive elements such as animations, sound effects, and interactive prompts that actively engage pupils in the reading process. For young readers, these animations enhance comprehension and engagement, making stories more enjoyable (Butcher & Son, 2024). This dynamic format captures children's attention and sustains their interest, creating a more immersive and enjoyable reading experience. Then, Sparkle Reads integrates visual, auditory, and kinesthetic components to address various learning styles. The multisensory features of interactive storybooks, such as sound effects, animations, colorful illustrations, and varied text styles offer substantial benefits by aiding in meaning construction, expanding cognitive frameworks, and addressing reading challenges (Ertem, 2011). By blending vivid illustrations with sound and animation, animated storybooks provide a comprehensive multisensory learning experience that enhances comprehension and memory retention, particularly benefiting visual and auditory learners who grasp information more effectively through simultaneous visual and auditory input.

BENEFITS TO MANKIND

Digital picture books are readily available and can be accessed using portable electronic devices (Ikeshita-Yamazoe, 2014). This accessibility allows animated storybooks to be utilized by pupils both in and out of the classroom, supporting continuous learning and engagement. By providing a flexible and convenient format, these digital resources enable pupils to interact with educational content anytime and anywhere, thereby enhancing their learning experience and encouraging consistent educational involvement.

COMMERCIAL POTENTIAL

The market potential for animated storybooks is significant, driven by increasing demand for interactive educational tools and digital learning resources. The demand is high since our current education focuses on integrating technology in the classroom. Animated storybooks cater to this trend by offering a dynamic and multimedia-rich experience. This rising demand is further supported by the widespread adoption of digital devices among students and

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educators, creating ample opportunities for animated storybooks to become a valuable asset in modern educational settings.

CONCLUSION

To conclude, it is undeniable that the animated storybook's design definitely represents a significant approach with the aim of enhancing pupils' reading comprehension skills. By addressing the limitations of traditional reading materials and leveraging the advantages of multimedia technology, this innovation offers a dynamic solution to boost reading comprehension, retention, and overall student engagement. By aligning with current trends in educational technology and addressing specific challenges faced by pupils in rural areas, this design has the potential to enhance literacy outcomes and foster a lifelong love of reading.

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